DOCUMENT RESUME

ED 041 971 UD 010 432

TITLE Report to the Board of Education, School District No. One, Portland, Oregon/ Model School Program.
INSTITUTION Portland Public Schools, Oreg.
PUB DATE Aug 68
NOTE 55p.

EDRS PRICE EDRS Price MF-$0.25 HC-$2.85
DESCRIPTORS Bus Transportation, Educational Facilities, *Elementary Schools, Federal Programs, Parent Participation, *Program Effectiveness, *Program Evaluation, Psychological Services, School Personnel, Staff Improvement, Student Enrollment, Teacher Education, Transfer Programs, *Underachievers
IDENTIFIERS Elementary Secondary Education Title I Program, ESEA Title I Programs, Oregon, PERT Operation, *Portland, Program Evaluation And Review Technique

ABSTRACT

This report bears on the status of a program for nine Portland elementary schools comprising "Area II" (Model Schools) which were selected to receive additional assistance directed at helping underachieving children to greater school success. The following are dealt with: enrollment statistics; the school program; staffing; progress and evaluation of the program; and, financial resources. Among the recommendations suggested are: parent advisory committees should work with staff in program improvement and keep the community informed; additional training be provided to prepare teachers help every child succeed in school; school facilities and personnel be utilized more extensively beyond the regular school day; the Program Evaluation and Review Technique (PERT) Operation be expanded to provide continuous assessment and optimization of programs on a cost-benefit basis; and, increased psychological services be provided for children with severe behavioral disorders. Two appendixes respectively focus on the Dynamic Evaluation of ESEA Title I Programs (PERT Operation), and the Administrative Transfer Survey. (RJ)

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PORTLAND PUBLIC SCHOOLS

MODEL SCHOOL PROGRAM

SCHOOL DISTRICT No. 1
MULTNOMAH CO. OREGON

Portland, Oregon

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OFFICE OF EDUCATION
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Report prepared under the direction of

Dr. H. A. Kleiner, Assistant Superintendent

ED041971

REPORT TO

THE BOARD OF EDUCATION

SCHOOL DISTRICT NO. ONE

PORTLAND, OREGON

August, 1968

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Office of the Superintendent
School Administration Building
631 Northeast Clackamas Street
Portland, Oregon 97208

In response to a request from the Board of Education, the following report on the status of the Area II program is submitted.

INTRODUCTION

In 1965-66 nine elementary schools among those having the lowest achievement levels in the city were selected to receive additional assistance directed at helping children to greater school success. These nine schools comprise Area II, one of five elementary areas in the Portland School District, and are often referred to as the "Model Schools." While every school has some children who do not achieve as they should, every school also has children who succeed very well. The school district normally provides personnel, supplies and equipment on an equitable basis for all schools and also gives additional special assistance for handicapped children on a limited need basis such as remedial reading, school social work and other special services. However, providing relatively equal resources and effort plus special remedial assistance in schools where classrooms have a fourth, a half or more of the children with multiple learning difficulties has proved inadequate as shown by continuously declining achievement scores. Recognition that the availability of additional services has been too limited to cope with the massive problems of central city schools was evidenced by the passage of the Elementary Secondary Education Act of 1965 by Congress to provide funds for schools with large numbers of underachieving children. Because research has shown that low income families have a higher incidence of underachieving children, both low achievement and income criteria were used for including schools in the program. The percentage of children from families receiving public assistance or with low income in these schools range from 10.5% to 43% and school achievement means ranged from .85 to 2.62 standard deviations below the city wide school mean.

ENROLLMENT STATISTICS

Assisting children to better school success involves providing additional and more effective learning experiences for them. In all of these classes are some children who can learn from the normal classroom procedure of group instruction, but the children who have not learned because of deficiencies in their environmental accumulation need much more individual attention, encouragement and precisely planned instruction aimed at specific "holes and gaps" in their understanding. Toward this end, efforts have been made to reduce class sizes and to add personnel so that more individual and small group instruction would be available to the many children with learning handicaps. Reduction of class size has been accomplished by

(1) open enrollment through which 185 children are attending schools in other areas of the city where room is available, (2) administrative transfer of 425 children with their parents' approval to 38 other elementary schools where room could be made available, and (3) utilizing all space possible within existing buildings for instructional purposes. In addition to providing in excess of 600 children more integrated educational experience this past year the transfer programs have had the following impact on class size and school enrollment:

	School Enrollment						Average Class Size	
	1964-65			1967-68			1964-65	1967-68
School	Total	Negro	%	Total	Negro	%		
Boise	941	899	96	658	614	93	29.2	20.3
Buckman	706	11	2	615	32	5	30.7	25.0
Eliot	344	325	94	255	217	92	25.6	21.0
Holladay	301	203	67	429	236	55	27.6	19.4
Humboldt	352	324	92	422	383	91	28.9	24.1
Irvington	757	366	48	733	378	51	29.0	27.1
King	1013	884	87	863	812	94	29.2	24.1
Sabin	683	224	33	645	342	53	29.1	26.9
Woodlawn	805	218	27	766	291	38	30.9	26.4
Total	5902	3454	59	5386	3305	62		

The table shows that in 1964-65 there were 5902 pupils in the nine model schools and in 1967-68 there were 5386, 38% of whom were non-Negro. The total change in the number of Negro pupils in the Portland schools is shown below:

	1964-65	1967-68
Elementary	4234	4778
Secondary	1243	1543
Total	5477	6321

Despite a total increase during the past three years of 544 (almost 13%) elementary age Negro children in Portland, most of whom live in Area II, and loss of 467 Caucasian children from Area II schools primarily as a consequence of moving, the number of Negro children in the nine schools has been decreased by 149 through the transfer programs. Without the transfer options and the efforts to reduce class sizes, nearly 600 additional Negro children would be in these schools and the percentage would exceed 70 rather than be the current 62. Nevertheless, there are now seven elementary schools with more than 50% Negro enrollment where there were only five in 1964-65.

SCHOOL PROGRAM

Ralph Waldo Emerson said that our chief want in life is someone who will make us do what we can. Toward this end additional staff in the model schools have provided additional attention and instruction for children, have assisted them to raise their aspiration level and have encouraged them to do all that they can. Many research studies reveal that poverty, disadvantage and low achievement go hand in hand. Many poor families, whether receiving public assistance or working in a low income job, especially if there is only one parent, often have not the resources, strength nor preparation to provide for the physical, emotional, intellectual and social needs of the child. As a consequence, the home is not able to supplement the work of the school nor provide materials, guidance, encouragement, and learning advantages that are common to children in more affluent families. Thus, the school must offer increased opportunities for individualized instruction and assistance to the child so that he learns in school much that other children learn at school, in their homes, and in their communities.

The objectives of the Area II schools generally are the same as those in the other Portland Public Schools with special emphasis and increased effort given:

1. To improve classroom performance in reading.
2. To improve classroom performance in other skill areas.
3. To improve childrens' background and understanding of the world in which they live.
4. To improve the childrens' self-image.
5. To change in a positive direction their attitudes toward school and education.
6. To raise their occupational and/or educational aspiration levels.
7. To increase their expectations of success in school.
8. To increase experiences that help children appreciate their culture and develop increased understanding of their relationship to other people.
9. To provide integrated educational experiences for more minority race children.
10. To help children conduct themselves appropriately in various social settings.
11. To improve the physical health of the children.
12. To increase parent understanding of the school's role and enlist parent support in the interest of their child's success.

In addition to the regular staffs in the schools, a number of specialized personnel have been assisting children toward the above objectives.

Reading Specialists are used in conjunction with the classroom teacher in each of the buildings. The reading specialist works especially at primary grade levels with the regular classroom teacher in planning the reading instruction program and also teaches in several rooms during the day working with one group of children while the homeroom teacher works with another group. As a consequence, during this period of time much greater individualization of reading is possible and children have more small group instruction. Often a teacher aide or volunteer may work with a third group in the same classroom for a short period so that three small groups all have adult guidance and supervision.

Instructional consultants have been added to the schools to assist teachers with their instructional programs. The consultants also help in program development, short and long range planning, utilization of instructional materials and media, and assist in discovering more effective ways of meeting the diverse needs of children with special attention to teachers who have limited experience. In addition, the instructional consultants help orient volunteers and direct teachers in the effective use of teacher aides.

Teacher aides are used in each of the buildings to perform numerous tasks that free the teacher from many routines so that she may devote more time to actual instruction and teaching of children. Teacher aides assume many responsibilities including checking children's work, reading stories, listening to children, supervising small groups with their studies under the direction of the teacher, preparing instructional materials, supervising lunch and playground periods, and generally enabling the teacher to plan more individual instruction for children. The teacher aide also increases the number of adults available to encourage and affirm children in their learning activities. An increasing number of teacher aides have been employed from the neighborhood and a training program has been developed for their in-service education.

Teacher Corps internes under the supervision of four team leaders who are experienced teachers have been assigned to the Area II schools this past year. Portland qualified for twenty-one teacher corps cadets who are college graduates with no previous teaching experience or training in education through this program funded by the United States Office of Education to increase the supply of teachers in approved schools having concentrations of low achieving children. While the teacher corpsmen continue course work through Oregon State University to complete their academic training, they assist teachers in class, tutor and work with small groups of children having special needs. At the end of two years the teacher corpsman has earned a master's degree and is certified as a regular teacher. The teacher corps is comprised of individuals especially interested in working with deprived children and all of the seven who completed their training this past year have been employed by the school district for next year. Unfortunately Oregon State's program has been curtailed because the Congressional appropriation for Teachers Corps has been reduced.

Community agents assigned to each school have responsibility for strengthening relationships between the school and the home. The community agent seeks to increase the parent's involvement with school so that the parent and school can work cooperatively in helping the child achieve at a better level. The community agent also endeavors to increase the participation of children in community activities that enhance their learning experiences such as scouting, park programs, "Y" programs, visitations, etc. Assisting parents to engage in appropriate adult education, to utilize community resources and to obtain needed help such as clothing or eyeglasses for their children are other concerns of community agents.

Volunteers numbering in the hundreds donate anywhere from two hours a week to two days a week working in many capacities in the school. Volunteers help with paper work, tell stories, play the piano, accompany classes on field trips, help in the library, and perform many other valuable services. The Volunteer Educational Assistants' Project, VEAPS, sponsored by the Portland Council of Churches, has been the largest single group of women (more than a hundred) to volunteer service for the Area II schools.

Tutors from local colleges come to the schools to do individual tutoring with children every week. Model school funds are used to charter busses weekly to bring groups of 30 or more students from local colleges several afternoons a week to tutor individual children after school. Each tutor spends an hour or more with a child in an activity planned by the teacher. Children often are invited to games and other events at the colleges by their tutors. The human relationships and experiences from these contacts enrich and broaden childrens' horizons. More students from Lewis and Clark College have given tutoring time than any other college group. Some high school students have also functioned in a tutoring relationship with children in some of the schools. Twenty-four Lake Oswego High School students came to Boise School on Saturday mornings throughout the spring to participate with more than 60 younger children in various school activities such as reading, games, library, physical education, and discussion groups. Although there are many more needs that could be served by tutors and volunteers, proper use of this assistance requires much planning, organization and supervision by teachers and other staff.

Broadening childrens' horizons and increasing their aspirations and understandings has necessitated new programs and expansion of other programs for certain children with special needs. Some of the expanded experiences that have served children are mentioned below.

Field trips are in keeping with the philosophy of offering additional experiences to children in a meaningful context. There has been a general expansion of the field trip program because such visitations enhance childrens' background and acquaintance with educational, cultural, and vocational opportunities in the community. Numerous trips are taken to various places where children can see and learn about business and industry in Portland. In addition, every third and fourth grade child visits the Oregon Museum of Science and Industry twice a year. An active group of devoted ladies escort all of the children in groups of three to five through the exhibits, explaining displays, answering questions, and stimulating the childrens' interest in science. A number of the sixth grade classes from the schools have attended the Outdoor Education program at Camp Colton for a full week during the spring in the cooperative development by the Multnomah County Education District and the Portland Public Schools. Children from other schools in and out of the city and from varied socioeconomic levels live together for the six day period while learning about natural science, conservation and other related subjects in a setting that is a living laboratory in human understanding. More than 17,000 pupil trips were made last year to seventy-five places, the most popular of which were OMSI, and the Pacific International Livestock Exposition, power houses, central library, city hall and the art museum. All of these trips offer opportunities for planning, observing, discussing, developing vocabulary, and writing reports.

An Extended Day program has given remedial, enrichment, and recreational opportunities for many children after school. Extending beyond regular school hours, activities are developed to meet the interest and needs of children and are taught by members of the school staff or other individuals from the community. Classes have included such academic offerings and special interests as science, home economics, arts and crafts, and library, as well as individual piano instruction, knitting, games, hikes, and Saturday fishing trips. These activities provide opportunity for counseling and discussion in less formal settings than regular school and give children additional after school supervision which is especially important for those children from homes where there is no parent after school. Although special encouragement is given to children with the greatest social and emotional needs to participate in these after school activities, which are voluntary, some who could benefit most do not attend.

A Reading Improvement Center has been in operation at Eliot School for pupils from all of the nine schools. Pupils may spend two or three days at the center undergoing extensive evaluation and diagnosis of reading needs to determine an appropriate program with varied materials to be used by the pupil under direction of his homeroom teacher. Other children at the fourth grade level who had an extreme reading deficiency spent a half day for a period of from six to twelve weeks at the center receiving intensive assistance with a variety of specialized reading materials. The average gain during a twelve week's schedule at the reading center has been approximately seven months progress for the limited number of children the center could accommodate.

Parent and Adult Education have been offered to involve parents in their childrens' education, to increase understanding of child growth and development, and to strengthen parental competencies. Courses in basic education and adult family life education have been provided in cooperation with the Community College to serve these needs. The 260 parents who enrolled in these classes is a very limited number considering the need that exists, but resources have not been available for more classes. There are many parents and other adults in the community who have a great need for basic education as well as family life and vocational education.

Summer School has been conducted for children from the first through the eighth grade. Remedial help in skill subjects on a more relaxed and individualized basis has helped many children improve their academic performance before moving to the next grade level. Summer school also has offered children opportunity to choose some courses of special interest such as art, drama, science and home economics. Approximately 1400 children took advantage of the school offering this summer. Because participation in summer school is voluntary and because some of the older children work to earn money in the fields, many who could benefit most from summer school do not enroll.

Tutorial classes have been developed for some children who have great difficulty in adjusting to the classroom environment because they lack emotional control. A tutorial class has only six or eight children in attendance with individual lessons planned by the teacher for each pupil in the various subject areas on a carefully programmed basis. Children are supervised closely so that the child develops self-control and direction in carrying through on tasks assigned. The class seeks to develop a reorientation to the classroom through increased academic competency and development of self-direction and self-discipline. Children return to the regular classroom as soon as they are able. The intensive planning required, the cost in space and staff and the difficulty in obtaining teachers especially qualified for these classes have limited their development.

A television offering on Channel 10 entitled "Miss Jeri and Friends" for pre-school and primary aged children and their parents was programmed a year ago. Despite the high quality of the program, efforts to gain a sizeable audience were unsuccessful so the program was terminated. Tapes of the programs are used by discussion groups now. A radio program entitled "Reading, Writing and Radio" aired over KPBS has enabled children to develop and air their presentations. The television experience indicates that educational programs have little chance of competing with entertainment programs on a regular voluntary basis.

An Early Childhood Education headstart program has been conducted with 80% of the funding from the Office of Economic Opportunity. More than 90% of the 450 four year old children fall within the poverty guidelines established by OEO for headstart. There are six centers of two rooms each, four owned by the school district and two centers rented from churches. Each class has served 20 children in the morning and another 20 children in the afternoon so that a teacher and aide work with 40 children during the day. The aides are recruited from the area and are selected on the basis of financial need and their willingness and ability to serve children. An in-service training program has been conducted for the aides. About three-fourths of the children in the program are Negro and the other quarter are Caucasian and other races. Children attend class either three hours in the morning or three hours in the afternoon, and both groups receive a hot lunch at noon time. A full time social worker and a public health nurse are assigned to work with the children and their families in obtaining medical and dental care, innoculations, health education, and other services for the welfare of children. Parent education meetings are held regularly. Particular emphasis is placed on parental involvement to increase parent competencies and strengthen family relationships. Instruction to develop school readiness has included listening, speaking, music, recognition skills, vocabulary development and other readiness activities. The Kindergarten Individual Development Test results this year revealed that the average score on the fall pre-test was 61, and on the spring post-test the average score was 85.5. Less than half of the four year old children eligible for Head Start in Portland can be enrolled due to limited finances. More than a thousand three year old eligible children also ought to have the advantage of a headstart. In spite of this great need, both the headstart funding and the pupil teacher ratio have been reduced for next year, so even fewer children will have this opportunity.

The Follow Through program introduced in Portland the past year was one of only thirty approved in the nation by the U.S. Office of Education. Follow Through, as its name implies, capitalizes on the gains made the preceding year for 100 former Head Start children during their kindergarten year. The program has a comprehensive and flexible range of services aimed at developing maximum effectiveness in each child. Classes include instructional activities designed for individual children and also incorporate medical and dental care as well as social and nutritional services. Again, particular emphasis is placed on parental involvement. The program was organized in one kindergarten center at Holladay School where the 100 Follow Through children were joined by 200 other non-ex-Head Start children allowing for a broad spectrum of socio-economic backgrounds, with children from Fernwood and Laurelhurst as well as the other Area II schools. The Follow Through children attended all day while the other kindergarten children attended regular half-day sessions throughout the year. In addition to the regular kindergarten program, the Follow Through children met in small group sessions to improve science understanding, reasoning, verbal skills, perceptive skills, concept development, and also to participate in small group trips. All of the children benefitted from the education specialists, and all also participated in music instruction and physical coordination activities from specialists. The quality of this Follow Through has resulted in a renewal of the grant for next year to follow the children into first grade. Because an additional grant for a new group of kindergarten children has been approved, the project will move to Eliot School next year. The intermediate and upper grade children will attend elsewhere to make room for nearly 500 kindergarten and first grade children in this enriched, integrated program.

The Church-Community Action program, sponsored by the Portland Council of Churches, has a store-front work-opportunity center for youth who have dropped out of high school. Center personnel counsel with the youth and supervise them in work programs such as mowing lawns, cleaning basements and yards, and moving welfare families with an old truck. In order to earn money by participating in the work program, the youth are expected to undertake some class work. The model school program has provided two teachers to the store front center to assist these alienated youth continue their learning. Thirty-one students were able to earn credit toward graduation and an additional number of youth participated to a lesser degree.

A Continuing Education class for expectant teen-age mothers has been conducted by a teacher and an aide. In continuing the education of the girl with a minimum of interruption because of pregnancy, the class promotes understanding of the responsibilities involved in child rearing and home management, arranges, through the infant and the maternal care project at Emanuel Hospital, for medical counsel to assist pupils to understanding the importance of pre and post-natal care and provides professional guidance and counseling to assist students understand and manage the social pressures and psychological problems with which they have to cope. Course work includes regular academic subjects with particular emphasis on home economics. Other agencies provide the assistance of social worker, welfare case worker, medical doctor, dental technician, and public health nurse as required. With the assistance of volunteers the teacher is able to plan individual instruction for each girl as the girls come from various grade levels. More adequate facilities and a more extensive program than the one class now in existence are needed urgently.

PERT is an acronym for Program Evaluation and Review Technique developed and used on a pilot basis in the third grade last year. When the Model School Program was instituted partly to provide intensive educational instruction for the children of the nine Area II schools in Portland, more resources in the form of added personnel and teaching materials were made available for the task, but there was no formula available which would assure success. School districts in cities across the nation have worked diligently to find the formula, but most efforts thus far have been disappointing. The majority of school districts that have begun programs of compensatory education have followed traditional procedures with modest alterations, and their gains, if any, have been modest. A few districts have permitted small groups to experiment with ideas that represent radical departure from the traditional and their gains, if any, have not been reported. The Portland approach has been innovative without being radical. Tried and proven procedures are used as better procedures are developed. During the last two years an idea for a better procedure has been formulated and tested. The idea was based upon a program developed by a team of U.S. Navy researchers for the production of the Polaris missile. Portland's modification and use of this idea, called PERT, produced dramatic results in reading achievement with approximately 600 children in the third grade. The program was focused on raising the reading achievement level through a series of locally developed reading diagnostic exercises administered regularly to all third grade children. The diagnostic exercises were processed by computer and returned to teachers to be used in planning individual reading experiences. Teachers then working in teams with the assistance of aides, volunteers and tutors and a variety of equipment and materials, provided individual instructional activities so each child would master the specific skills and understandings in which he had shown deficiencies. Printouts by the computer provided graphs that enabled teachers and administrators to visualize the progress of each child toward his goals. Effective teacher teamwork and creative leadership in the PERT program have resulted in gains that warrant cautious optimism that this concept and the procedures used may represent an important breakthrough in the attempt to find a formula to assure the success of educational programs. This next year the Portland PERT Program will be expanded to include all eight grade levels in the nine Area II schools. In addition, the children in Head Start and Follow Through will participate in a PERT-type program called RIP (Readiness Inventory Profiles).

The Area II project which began as a program of compensatory education is now becoming a program for the development of advanced educational systems. Modern technology in the form of instructional television and electronic data processing will be utilized as part of an educational and communication systems network. Unlike other areas which have used television or the computer to facilitate the educational process without departing from traditional patterns of organization, Area II has designed an organizational structure in which instructional teams, administrative units, television facilities, and computer operations are all components of a coordinated communications system.

At the "heart" of the system is a function called "operations analysis." This crucial unit of the system provides self-corrective feedback for the continuous improvement of the system's operations. Modern methods of data collection and analysis along with cost-effectiveness procedures of evaluation are planned to insure that each month's educational program is more effective than the month before. The development and use of these advanced educational systems will not only increase the effectiveness of the Area II project, but will provide a model for other school areas that will enable more children to receive more effective instruction for each dollar expended. Further information about PERT and the development of advanced educational systems may be found in Appendix A.

Other activities through the schools that have helped children have been 280 scholarships to various summer camps this summer; purchase of clothing, scout uniforms and eyeglasses when no other resources were available; dental care for some children and fluoride mouth rinses for all who wished to avail themselves of the opportunity; and medical examinations for a number of children. Many more children ought to have the opportunity of camp participation that can add another valuable developmental experience to their lives.

Parent participation and community involvement, while increasing, has not been as extensive as it should be. Parents and school staffs have cooperated in planning grade level meetings in which the instructional program, development of the child, and ways parents can supplement the school program have been discussed. These meetings have been well attended. Parents also have assisted in orientation programs for new teachers, and this summer a parent-school communication workshop was conducted for two weeks with fifty parents from the Area II schools. Among the recommendations from parents in this workshop were these:

1. Provide communications workshops for teachers, principals, and other school personnel.
2. Have communications workshops for parents in each of the schools.
3. Teach communication skills to students and work with them on the basis of effective communications.
4. Have parent-teacher communications taught in teacher training programs.
5. Establish a parent advisory group for each school.
6. Have teachers visit parents in their homes.
7. Have teachers, parents, and administrators develop the skill of listening to students.
8. Have more effective parent-teacher conferences.
9. Encourage parents to visit school and help them feel welcome when they get there.
10. Have an advisory council for the Model Schools.
11. Use parents as volunteer assistants in the schools.

A parent advisory council for the Area II schools with representatives from each of the schools has been initiated. Parents who were in the workshop have been encouraged to participate in the formation of an advisory council in their own school.

Continuous efforts are made to communicate with and have representation to various community groups such as the Albina Neighborhood Council, Model Cities, community action groups, Albina Neighborhood Service Center and others.

Curriculum development of an appropriate and effective nature for disadvantaged and particularly minority pupils is a complex matter that must focus strongly on the attitudinal orientation of the teacher and the pupil even more than on the material. Thus, great effort has been directed at establishing climate of affirmation and respect for each pupil. With positive attitudes and recognition of the worth of every human being as the cornerstone, it is then possible to develop rapport, the prime ingredient for the purposeful involvement of a child in his own education. This mind set in the total teaching staff is developing as a consequence of in-service work, professional growth activities and day to day contacts with an increasingly positive staff.

The development of techniques, materials, and guides also have a decided impact on teaching and lend support to attitudinal changes in pupils and staff. Curriculum centered activities of the area have included:

1. The selection of texts and supporting materials with careful attention to the ethnic groups.
2. A guide to support and emphasize the contributions of Negro Americans is nearing completion. It is to be used in conjunction with the grade 4-5-6 social studies program.
3. In-service efforts directed at the techniques for teaching to multi-level groups with multi-textbook selections so that every pupil can participate successfully.
4. Study of primary reading materials has led to utilizing multiple approaches with an emphasis that develops a strong readiness base for phonics through a kinaesthetic, sight and sound approach.
5. An in-service program on Negro History has been developed and will involve all Area II teachers during the coming year.

Instructional television will be introduced in 1969. The enormity of the task confronting educators in the urban setting demands that every possible resource be provided for them. They cannot use only the tools of the past to meet the challenges of today. The training, inspiration and guidance of children who lack strong environmental support necessitates the incorporation of all promising media into their world of learning. Instructional television (I.T.V.) promises to assist in building a program that enhances and goes beyond the present capability of the classroom teacher.

The capacity to share the talents of many, to relieve the teacher of the time consuming preparations for demonstration and to partially relieve the teacher of the gathering of materials, are all qualities that recommend I.T.V. Properly utilized this media should allow for an expansion of the vital teacher-pupil relationship to build strong self-concepts and positive attitudes. The utilization of the techniques this process allows should enable pupils to learn and acquire information more rapidly. Teachers can devote more effort to developing thought processes and understanding.

I.T.V. will be utilized to present carefully organized concepts that are developed in a manner that is beyond the means of the classroom teacher. Artistic presentations, carefully sequenced as part of a cooperatively designed curriculum, offering pre and post reinforcement activities and a variety of concept application alternatives, will strengthen teaching.

I.T.V. will contribute to strengthening the capacity of the classroom teacher in dealing more effectively with the instructional and personal needs of children through:

1. effective models of teacher presentation
2. concept centered curriculum presentations
3. well planned lesson assistance
4. programs that offer cultural exposure and other significant vicarious experiences
5. effective in-service programs
6. pre-service training observations
7. provision of an effective motivator for children

STAFFING

According to the Report of the National Advisory Commission on Civil Disorders produced at the request of the President of the United States under the chairmanship of Illinois' Governor Otto Kerner and released last spring, "The bleak record of public education for ghetto children is steadily growing worse." Among the reasons cited for this critical condition are that "the schools attended by disadvantaged Negro children commonly are staffed by teachers with less experience and lower qualifications than those attended by middle class whites"; "a relatively high proportion of emotionally disturbed and other problem children in the schools in disadvantaged areas...make effective teaching vastly more difficult and reinforce negative teacher attitudes"; and "overcrowded and inadequately supplied schools have severe effects on the quality of education, the most important of which is that teachers are forced to concentrate on maintaining classroom discipline, and thus have little time and energy....for educating the students". The degree to which some of these conditions exist in the Area II schools has been reduced during the past two years. During the 1965-66 school year the nine schools had 39 teachers who were in their first year of teaching. In the past school year only 13 teachers were in their first year of teaching experience and most of these had a special interest or preparation for working in central area schools. The additional resources from the district, state and federal government have provided support personnel, programs, and materials that have enabled teachers to have a better chance for success as well as provide compensation for the increased expectations placed on the teacher. As a consequence, there have been sufficient applicants for teaching in the Area II schools that no request for transfers out have been denied, and teachers who were less suited to the expectations of the program have been replaced gradually. The average teacher can do an adequate job for the child who has assistance and guidance at home, but for the child who must get most of his learning in school, a teacher who can utilize all resources skilfully to see that the child succeeds is essential. At present, the median age for teachers in these schools is approximately 35 with the great majority between the ages of 26 and 44. The school district has been seeking additional qualified Negro teachers and currently has 104 throughout the schools. Thirty-three of these teachers are employed in Area II schools.

A number of in-service and summer programs have been conducted to strengthen teachers' effectiveness. Resource people from colleges and universities have been used to improve the human relations skills of teachers; workshops on behavior modification and teaching children with learning problems have been conducted; and pre-school orientation workshops have been held for all new teachers in the area during the past two summers. The week's workshop for new teachers has included getting acquainted with the community, discussion with neighborhood representatives and parents, and learning needs of disadvantaged children. New teachers have met throughout the fall on Saturdays to continue their orientation. This summer a course showing the contribution and development of minorities in America has been produced to be used with all teachers in the area during the next year. Thus, more experienced teachers, none with substandard qualifications, effective in-service training to develop positive attitudes and understanding as well as increased skills in overcoming learning problems coupled with some reduction in class sizes and increased support personnel, materials, equipment and compensation have enabled the schools to reach a point where the staffs now compare favorably with any in the district.

Efforts have been made, and are continuing, to increase teacher effectiveness. An evaluation form developed for Area II use provides guidance for teachers as they work with principals in strengthening their instructional program. The chart below shows the number of years teaching experience of teachers in the nine schools.

AREA II TEACHER EXPERIENCE
1967-68

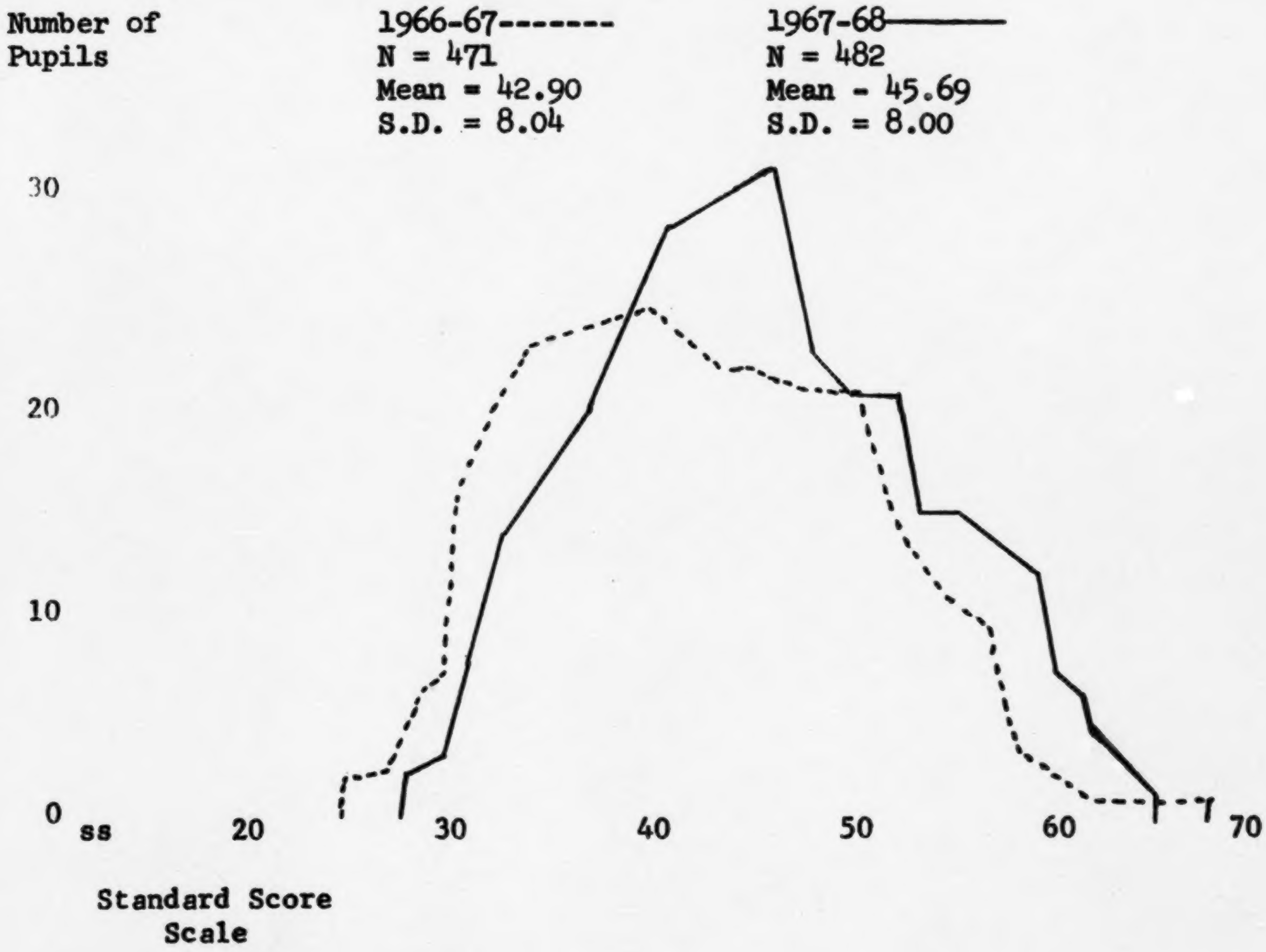
Years Prior Teaching Experience	0	1	2	3	4	5	6	7	8	9	10	11	12 or more
Number of Teachers	13	35	24	19	18	17	15	18	15	20	17	24	81

PROGRESS AND EVALUATION

The Kerner Commission stated, "We support integration as the priority education strategy because it is essential to the future of American Society." The report then went on to state that opportunities for interaction between the races must be expanded if the basic psychological attitude between white and black people which caused last summer's riots are to change.

A second strategy cited by the Commission is, "We must drastically improve the quality of ghetto education because no matter how great the effort toward desegregation, many children of the ghetto will not, within their school careers, attend integrated schools". The Commission then went on to say that they saw "no conflict between the integration and quality education we espouse" because "compensatory education is essential not only to improve the quality of education provided in segregated ghetto schools, but to make possible both meaningful integration and maximum achievement in integrated schools". Developing a formula and staff to accomplish quality education "to compensate for and overcome the environmental handicaps of disadvantaged children" has been a major task of the Area II schools the past two years, but the efforts to provide higher quality education in the Area II schools has resulted in a significant gain shown by third graders in all nine schools on the city wide achievement tests this year. The following histogram shows the standard scores achieved by nearly 500 third graders in the nine schools:

GRADE THREE COMPOSITE ACHIEVEMENT HISTOGRAMS



The histogram chart provides a comparison of achievement test scores obtained from 471 third grade children in 1966-67 with the distribution of test scores obtained from 482 third grade children in 1967-68. The 1967-68 distribution, in broken line, shows a significant shift to the right which indicates that more children are attaining higher levels of achievement. In terms of percentages it has been calculated that 83 percent of the children were below the Portland city-wide mean in 1966-67 and that this amount was reduced to 69 percent in 1967-68. Another way of stating this is that the percent of children below the city curve was reduced from 33 to 19. Statisticians who prefer to use standard score indices for comparative purposes may note that the difference between the Portland standard score of 42.90 obtained in 1966-67 and the equivalent measure of 45.69 obtained in 1967-68 shows a net gain of 2.79 standard score points (significant beyond the .000058 level). A gain of this magnitude is especially noteworthy considering that (1) differential turnover of the Area II pupil population tends to militate against increased achievement, (2) the gain may be attributed to efforts which were effected up to February of 1968, and (3) gains as substantial as this are virtually nonexistant in compensatory education programs across the nation (considering time-cost-population factors). It should be noted that children who have had the benefit of headstart have not reached the third grade yet.

Comparing the third grade gains in city-wide achievement test total scores, which include both reading and arithmetic, with two years ago shows a slightly greater gain from 42.40 to 45.69 or 3.29 standard scores. The following chart shows that gains occurred at each of the nine Area II schools. The school showing the greatest gain should not be considered typical because the small size of the third grade group made it possible to concentrate more individual attention on each pupil than resources permitted in all schools.

PORTLAND ACHIEVEMENT TEST TOTAL SCORE
Grade Three Area II
School Means

School	1965-66 P-Score	1967-68 P-Score
A	36	42.18
B	41	45.06
C	44	46.16
D	42	52.77
E	39	42.79
F	43	47.29
G	42	45.42
H	41	48.40
I	45	47.56
Total Area	42.40	45.69

Attachment 1 in Appendix B shows the gains in achievement scores made by children over a two year period from the third grade to the fifth grade. While the number of pupils in the transfer program at this grade level was small (32) their growth in achievement of 1.32 standard scores (from 44.38 to 45.70) was slightly less than that of the 380 children remaining in the Area II schools during the two year period whose gain was 1.95 standard scores (from 41.62 to 43.57).

City achievement scores for seventh grade pupils in Area II are not as encouraging as for grade three, however the annual downward trend in achievement was stopped despite the fact that pupils moving into the area have an average score lower than the pupils moving out of the area or those leaving through the transfer programs. The grade seven achievement scores for the past six years are shown below:

GRADE SEVEN ACHIEVEMENT MEANS FOR AREA II

Year	Total Achievement	Arithmetic Achievement
1962	46	46
1964	45	44
1966	42.41	41.90
1968	42.46	42.81

While every school had a number of pupils at each grade level achieving above the city mean of 50, the gains at upper grade levels were slight because fewer resources were concentrated there although halting the decline was significant in itself. Extension of the PERT program to all grades in the coming year should have a positive impact, as will the accumulative effects of additional years of improved learning. However, the resources available will not permit as intensive an effort at all grade levels as occurred in the third grade pilot program.

Progress in academic skills is a basic need in the Area II schools but achievement alone would be empty success without improved attitudes towards school, citizenship, and self. While it is true that achievement and commendation for progress in school work is one of the better ways to improve attitudes toward school and self, it is also true that other efforts by school personnel must be pursued with sincerity and resolution.

School reports reveal some evidence of improved attitude toward school through a reduction of behavior and conduct problems. One school during the year 1965-66 had 363 instances in which parent conferences were held because of behavior and conduct problems of children while this past year only 72 conferences were necessary for these reasons. In another school the number of disciplinary conferences dropped from 124 to 40. One principal stated that the number of fights has decreased significantly both at school and in the community, and when fights do occur they do not create the mob situations they did in the past and students now more frequently assist in stopping fights. While there are no statistical data on student behavior generally, there appears to be evidence as reported by school staffs that students are beginning to accept more responsibility for their conduct, and behavior in classrooms and around the buildings has improved. A more specific reference to student attitude is presented in the next section on the administrative transfer survey. There has been some improvement in attendance, a reduction in tardiness, and fewer children involved with the juvenile court, according to reports. As children are more successful and have more pride in themselves, learning and achievement will improve.

The Kerner report also attributed the bleak record of public education for minority group children to segregation which separates disadvantaged students from other children with strong educational backgrounds and to high enrollments and overcrowding in inner city schools attended by Negroes. In Portland the Administrative Transfer Program, although limited because of space shortage in other schools, has had an impact on class size and enabled the Area II schools to reduce the number of children per class. While the administrative transfer program has provided integrated education for additional children, the majority of Negro elementary children have not been able to have this experience. The cost of transportation for all of the children in the transfer program attending other schools during the past school year was financed by federal funds from the Elementary Secondary Education Act of 1965. The reduction of class sizes is recognized as an important factor in overcoming low achievement, and expenditures for this purpose are approved by the State Department of Education and the U.S. Office of Education.

The Administrative Transfer Survey, conducted this year, included interviews with parents and questionnaires for teachers, principals and pupils. Data about the transfer pupil achievement and attitude was collected and compared with achievement and attitudes of Area II non-transfer students. A summary of the survey, which is attached to this report (Appendix B), reveals that approximately 45% of the 60 host school parents who were interviewed indicated approval of the program in varying degree, while 30% of the sample exhibited some degree of disapproval of the program. Most of the negative respondents were parents of upper grade girls who did not want social contacts. One hundred ninety-two of two hundred fifty-three teachers in the receiving schools indicated that there was no noticeable effect in their classroom as a consequence of the transfer program, while 37 felt the program resulted in increased problems within their classroom and twenty-four cited definite beneficial effects. Two hundred and eighteen of these teachers indicated that there was general acceptance of the transfer students by other children, while 24 felt that there was some rejection.

Achievement data collected and analyzed over a three year period indicates that (1) transfer pupils had slightly higher achievement scores than non-transfer pupils at the time of transfer, and (2) transfer pupils appear to achieve at about the same rate of growth as the pupils who remain in Area II with an enriched program. Social acceptance of transfer pupils has been good in the lower grades but only average in grades six, seven, and eight. Neither transfer nor Area II achievement means are equal to the city average. Even though achievement can be improved for minority group, and other disadvantaged children, it is essential that such factors as attitudes toward others, understanding and respect for people of different races be considered as objectives of education.

While information was not gathered in earlier years concerning attitudes, there was much evidence that morale was low among teachers, and pupils exhibited more negative feelings. How attitudes compare with earlier years is not known statistically, but it is significant that the findings in this survey show that the self-concept of transfer pupils as measured by the Pupil Attitude Inventory Response (PAIR) data card is almost identical with that of both the non-transfer Area II pupil and that of the middle income neighborhood school pupil with all three groups at approximately 2.39. The graph further reveals that on the three point scale, with one as low and three as high, the Area II pupils' attitude toward school was slightly higher at 2.52 as compared with 2.44 for the middle income pupil and 2.40 for the transfer pupil. This slightly more positive attitude toward school of the Area II pupil may be attributable to many factors such as more assistance from increased personnel or more positive attitudes by teachers. More research in the realm of attitudes is needed. The attitude inventory is attached in Appendix B.

COST

The acute multiple learning problems that exist in inner city areas where all of the handicaps of the disadvantaged poor are amplified for many by the factors of race and prejudice make it imperative that resources be provided in sufficient amount to have a real impact on the education of these children. Educating the physically handicapped child costs from two to four times as much as educating the average child. To provide the same educational program for the disadvantaged child as for the advantaged is as unrealistic as to provide the same educational program for the blind child as is provided for the sighted child. Educating the child handicapped by socio-economic disadvantage will be equally expensive according to many authorities, although up until recently, at best central city schools have been offering these children only what is available to average middle income children, and often much less in the way of teacher experience, physical facilities, class sizes, etc.

During the 1967-68 school year there was approximately $272 per child over the normal district expenditure for this program for a total of $1,632,500, the greatest portion of which came from the federal Elementary Secondary Education Act of 1965. An increased appropriation from the district coupled with anticipated state and federal resources should increase this amount to nearly $365 per child, which is still short of the amount various national authorities feel is essential.

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

Although space limitations have prevented reducing class sizes to the desired goal of twenty in the nine model schools, administrative transfer and open enrollment have resulted in average class sizes that vary from a low of twenty in one building to more than twenty-seven per room in another building. The increased child population in Area II would make some of these schools the most overcrowded in the district if the transfer program were not available. Additional resources, though considerably below projected needs for full implementation of the program, have been utilized to increase and strengthen personnel and provide new programs, materials, equipment and techniques for instructing children. These, coupled with reduced class sizes, more experienced teachers, effective staff development and in-service training to promote positive attitudes and understandings as well as increase skills in overcoming learning problems have enabled the schools to halt the downward trend and start children upward toward better achievement and school success. The cumulative effects of disadvantage and the "normal" school program have been greater in older children and the process of overcoming their learning deficiencies is more difficult. Nevertheless, even at upper grade levels, there are indications of improvement that offer promise of greater progress in each succeeding year if efforts can not only be maintained, but be increased.

The opportunity for parents to have some options for their childrens' education and not be "locked in" by residential patterns has been supplied through the open enrollment and administrative transfer, although enrollment pressures and class sizes throughout the city have limited these options. Unless more classroom space becomes available, it is certain that increased density of children in some parts of the model school area will result in increasing class sizes in the future, particularly in those schools where there is a sizable white enrollment such as Woodlawn, Irvington and Sabin and Negro parents are reluctant to participate in the transfer program. Despite the limitations and problems of transporting children to more distant schools, the administrative transfer program has been successful, and the majority of children are adapting to it.

Evidence indicates that although children in both the transfer program and the Area II schools are making gains, they are still behind the average child in the city. The intensive PERT pilot program at the third grade level has demonstrated on a small scale what can be done to improve the quality of education for disadvantaged children and will be extended to additional grade levels next year, though on a less intensive basis. Apparently Portland's dual effort to provide more integrated educational experiences for children and to strengthen the quality of education for children in disadvantaged areas is compatible with the Kerner Commission's recommendations, although more of both will be necessary in the years ahead if the acute problems facing these schools are to be overcome. While there are no data on attitudes in former years, it is significant to note that both the sampled transfer pupils' and the Area II pupils' attitudes toward self and toward school were as good as, or slightly better than, that of pupils sampled in the middle income neighborhoods. Much more study is necessary in the area of attitudes and motivation.

Improvement in learning for disadvantaged children could be accelerated in a number of ways. Recommendations directed at increased opportunity for underachieving children include:

1. Parent advisory committees in each school to work with the staff in continually improving programs and informing the community.

2. Continued reduction of class sizes in the Area II schools toward the goal of 20 per class.

3. Increased long range planning to provide opportunities for children of different races to know and understand each other through transfer and other programs.

4. Additional training to prepare teachers to help every child succeed in school.

5. Greater use of teacher aides and development of career ladders for neighborhood teacher aides to move upward to more skillful occupations in education.

6. Securing of additional resources for adult education to assist parents and other adults overcome basic education deficiencies. The parent advisory committee concurs that this responsibility belongs elsewhere and not primarily with the Area II schools but is essential to improved learning for children.

7. Utilization of school facilities and personnel more extensively beyond the regular school day, Saturdays, and during summers in disadvantaged areas to provide more children with a variety of supervised activities.

8. Expansion of the Head Start program to enroll all children who are eligible and have need for a pre-school experience.

9. Expansion of the PERT operation to provide continuous assessment and optimization of programs on a cost-benefit basis.

10. Extension of compensatory services to additional schools with concentrations of underachieving children.

11. Development of a full time year-round camp for outdoor education and residential counseling for selected children.

12. Provision for increased psychological services for children with severe behavioral disorders.

13. Improvement of older school plants to make them as attractive and functional as the newer buildings.

Late last spring, Dr. Martha Sorenson, program specialist for the Teacher Corps from the United States Office of Education, visited in the Area II schools to observe the Teacher Corps internes and the school program. Her written report included the following statement:

> After one and a half days in the Portland schools, the writer can only share the feeling of the internes as expressed by several of them, "This is a good school system in which to train." During the visits with corps members these phrases were frequent: "flexibility,

> opportunities to experiment, acceptance by teachers and principals, good teachers, children responsive, parents receptive, etc." This feeling combined with the quality of the internes was a happy ending with all six graduating internes being contracted for the Portland schools next year. The Model School Program provides the kind of environment where both students and internes can learn in a challenging setting--a fortunate combination for both.

While this observation is encouraging, it should not minimize the great needs and difficulties that will continue to exist, and even increase in these, and other schools, as a consequence of population and residential change.

Problems of human relations, sensitivity to the needs and concerns of parents and children, the constant search for financial and human resources and the task of continuously striving for more effective ways of helping children to learn will continue to provide critical challenges to the schools. Housing, employment, community services, adult education, the insecurities, prejudices and tensions that exist between black people and white, poverty and disadvantage will continue to be challenges to the greater community. A start has been made in the schools, but much more needs to be done just to keep from losing ground. A start also has been made toward solving the broader community problems, but even more needs to be done there. The resources and talents of the people of the entire Portland area must make it possible for every child regardless of race, color, position or financial status to become the best that he can be, and for every adult to become a productive, contributing citizen.

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APPENDIX A

DYNAMIC EVALUATION OF TITLE I PROGRAMS

DYNAMIC EVALUATION OF TITLE I PROGRAMS

The purpose of this writing is to present a rationale for a Title I continuous assessment program. The discussion will include 1) descriptions of static and dynamic evaluation, 2) an explanation of Portland's Title I PERT systems cycle, and 3) an evaluation model designed to promote curricular achievement through the process of management by exception.

Carl Rogers (1952) was most profound when he stated that, "Premature evaluation is the major barrier to interpersonal communication." The relationship between evaluation and human relationships postulated by Rogers suggests a similar relationship between evaluation and teaching effectiveness. It may be reasonable to say that inadequate evaluation is the major barrier to effective teaching. To elaborate further on this statement it will be necessary to clarify what is meant by "evaluation" and "effective teaching."

Effective teaching, for the purpose of this discussion, will be defined in general terms as the process which provides educational operations of sufficient quality to satisfy educational policy objectives. The term "evaluation" is used here to represent a conceptual process in which information is used to provide direction for the placement of values and the making of decisions. The process of teaching requires multitudiness decisions and the making of decisions calls for information. The more adequate our supply of information, the more adequate our evaluation and decision making which in turn improves the process of teaching.

In the same way that a small amount of knowledge can be dangerous, a small amount of evaluation can be detrimental to pupil achievement and pupil self concept. During the first weeks of the school year, teachers tend to categorize their pupils as bright, dull, cheerful, moody, cooperative, antagonistic, loud, quiet, etc. Categorization is useful because it permits the teacher to select responses to pupil behavior which are deemed to be appropriate for the pupil. Such a procedure is commendable when information used for categorization is valid and when positive, corrective action is planned to move pupils from undesireable categories toward the desireable. Movement of this kind is often stated as an objective, but there are, in many instances, conditions which militate against the realization of this objective. When, for example, a child has been tagged as dull, slow, or disadvantaged at the beginning of the year, the teacher's responses deemed appropriate for a dull pupil could hinder the pupil's progress. The deviation amplification cycle (Maruyama, 1963) in which the initial interaction tends to influence future interactions suggests that patterns of reciprocal teacher-pupil responses can produce subtle but influential guidance in a direction which is likely to be negative for the disadvantaged child. If this line of reasoning is sound, it could be hypothesized that the expectations of teachers exert influence upon attainment. There is a fairly well known ornithological-pupil expression used by teachers which states that, "expect eagles and you get eagles; expect sparrows and that's what you will have."

The study on "Teacher Expectations for the Disadvantaged," by Rosenthal and Jacobson (1968) lends credence to the idea that teacher expectations influence pupil achievement and that inadequate information used for evaluation can deter pupil achievement. In this study the investigators tagged a randomly selected group of children as potential "spurters" and leaked the information, informally, to the teachers. Research findings showed that some groups of pupils tagged as "spurters" became "spurters." The explanation for the results discussed the "self-fulfilling prophecy" in which a prediction may influence the behaviors which produce the results. The prediction is especially potent when it is transmitted to the pupil, either directly or subtly and unconsciously, by the teacher. These findings, while not surprising for many educators, have implications worthy of consideration. They may help to encourage the implimentation of educational programs which can be "guided" toward the successful attainment of objectives by means of the "self-fulfilling prophecy." A suggested procedure will be presented later in conjunction with the discussion of the dynamic evaluative procedures of Portland's Title I PERT Systems Cycle.

Before suggesting a procedure by which educators can capitalize upon the findings of the Rosenthal and Jacobson study, some attention should be given to the possible dangers of misusing the study's conclusions. It would be wrong to believe that pupil achievement is limited only by the expectations of teachers or that misinformation about pupils could enhance achievement. The Rosenthal and Jacobson study probably resulted in gains for the experimental group, not because of "misinformation" passed to teachers, but because the comments about achievement potential helped to compensate for teachers' underestimates of ability. Research on testing generally indicates that the results of most educational and psychological tests tend to contain more error variance for disadvantaged children. Error varience which results from less motivated responses produces underestimates of a pupil's ability. Either underestimations or overestimations of what pupils are capable of doing can result in erroneous expectations and inappropriate instruction. Information which helps to correct errors of estimation tends to improve teaching and pupil achievement because it enables teachers to make more accurate decisions about instruction. Success produced by more accurate decisions is amplifying as well as rewarding.

The idea to be advanced here for the improvement of instruction is not new and it has been stated in a great variety of ways. It is simply that adequate procedures of evaluation are essential to effective teaching. The Rosenthal and Jacobson study, after careful analysis and interpretation, seems to reinforce this message. The question that needs to be answered is, "What comprises an adequate evaluation and how can it be done?"

The following explanation of Portland's Title I system of evaluation is presented as an example of an attempt to provide an adequate supply of information about pupil progress to teachers and administrators for the purpose of evaluating and improving instructional procedures. A brief explanation of the PERT (Program, Evaluation, and Review Techniques) idea will precede the description of the Portland application.

The PERT system, in its most general and theoretical form, is both simple and assuredly effective. In a specific application it is likely to be complex and it can be either effective or ineffective. It is a management tool which can extend the capabilities of both teachers and administrators. It has enjoyed spectacular successes in certain industrial and defense department applications. The use of PERT, or the cybernetic, action-assessment cycle, is virtually unlimited and it exists ubiquitously in nature. Since the end of World War II the utilization of various kinds of feedback for self-corrective, system controlling purposes has become widespread. In recent years the concept has been used by researchers and educators for such purposes as school building construction, research projects, and the development of instructional systems. PERT is basically a concept. It may involve the use of flow charts, system analysis procedures, data processing by computer, critical path analysis and other modern techniques of planning and monitoring operations or it may simply take place in the mind of one person. The main features of the concept are that 1) objectives and subgoals are identified and clarified, 2) strategies for the attainment of goals are devised, and 3) systematic procedures of assessment are used to record progress and identify problem areas for special attention. The identification of problem areas for special attention is discussed later under the topic of management by exception.

The Portland application of PERT was initiated in September of 1967 with approximately 600 third grade pupils in the nine elementary schools of Area II. The purpose of using PERT is to increase the effectiveness of compensatory education in Portland's underachieving schools. It was decided that some method of repeated planning, teaching, and testing would help to keep the program "on course" toward the realization of program objectives.

Planning, teaching, and testing is illustrated as a cyclical process in Figure 1. The drawing attempts to show the reciprocal relationship which exists between instruction and learning. The assumption here is that feedback in the form of information about progress can be used to facilitate learning. The objective of the Portland PERT information system is to provide the kind and amount of feedback which will enable the instructional teams to plan teaching procedures which are more appropriate for pupils.

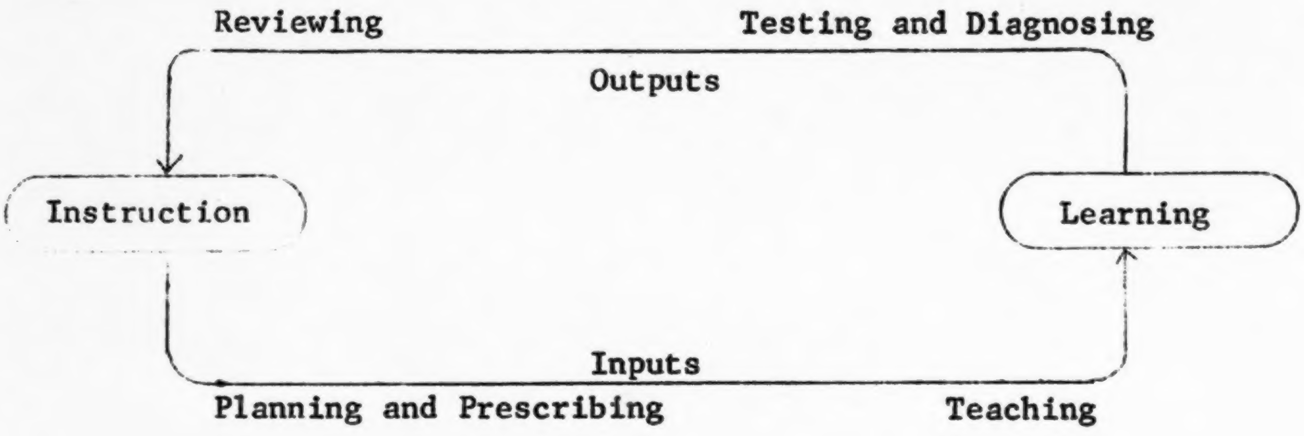

Figure 1. The PERT Cybernetic Action-Assessment Cycle*

The duration of one cycle varies according to the instructional output being evaluated. Information available by observation could cause immediate changes in certain aspects of the instructional program. Tests or screening exercises may be given weekly or daily to provide cues for change. Monthly tests planned to yield diagnostic information and comparative individual and group records provide the major thrust of the continuous assessment program. Annual city-wide survey achievement tests with Portland norms provide the most definitive information about the success of the project in general and the relative progress of each team.

The planning stages are used for teachers and administrators to specify in detail the subgoals to be attained in a prescribed period of time. Planning also involves the analysis of problems and the identification of resources (such as teacher aides, specialists, parent volunteers and upper grade pupil tutors) to help resolve the instructional problems. Planning in the Portland PERT project is a team effort in which administrators and specialists in central positions of responsibility are concerned with overall, general problems and the means to their solution. The principal and unit leaders complement and supplement general plans and policy by devising building programs deemed appropriate for the particular circumstances of their school. One of the important byproducts of continuous assessment is that administrators can allow more freedom in planning to teachers and team leaders. If instructional operations are making good progress, as reflected by monthly records, it can be assumed that team planning is adequate. Only those operations which need help with planning should request the assistance of administrators or instructional specialists.

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*A more detailed but pedestrian treatment of the cybernetic cycle may be found in the writer's unpublished dissertation, A Theory of Sociocybernetics and its Application to Educational Administration. University of Washington, 1966.

Teaching, in the PERT team context, is viewed as the coordination of resources for the implementation of strategy. Coordination calls for leadership and teamwork which are essential ingredients of the system. Good coordination permits the use of large amounts of instructional horsepower which would otherwise be untapped or dissipated in social minutia. Title I programs, especially, need vast amounts of teaching resources. Federal money is used to increase the number of teachers and personnel to help teachers (such as teacher aides, interns, and specialists). More money is also available to obtain various kinds of mechanical devices and curriculum materials. In addition, resourcefulness and ingenuity may be used to obtain adult volunteer tutors, upper grade pupil tutors, teen tutors from the secondary schools, and tutors from education departments of local colleges. Even peer tutors working on a team learning basis can provide "extra nutrition for the soup." It would be possible for a teaching team comprised of six homeroom teachers working with 150 pupils in 2 grades with 4 levels to have such resources as 2 teacher aides, 1 reading specialist, 1 teacher corps intern, 20 adult volunteer tutors, 15 high school tutors, 10 education major college tutors, 100 upper grade tutors, 30 peer tutors, $3000 worth of mechanical devices and curriculum materials, and 1 partridge in a pear tree. The numbers used are rather arbitrary but are intended to approach maximums. It is easy to see that even half the number of people and other resources listed above could add substantial inputs of power to the task of instruction if coordination were provided. The Portland project appointed grade-level leaders to coordinate resources during the first year of operation and next year plans to provide unit leaders (responsible for the progress of two grade levels) who will have more time as well as more responsibility for planning and coordinating resources. The unit leaders will work to provide a teaching operation in which pupils can participate in group information exchanges planned to stimulate pupil thinking along with individualized instruction designed to provide learning opportunities which are optimal for the needs and ability of each pupil. Optimums will seldom be obtained but they provide direction and permit the specification of intermediate goals which should be within reach to serve as benchmarks of success within relatively short time intervals.

Testing is the third stage of the planning, teaching, and testing cycle. Tests, or other kinds of instruments designed for collecting data, should help to indicate the degree of success (never failure) which has been achieved by each pupil. The degree of success achieved by a group of pupils indicates the relative success of the instructional team. Analysis of test results can point out areas of team endeavor less successful than others and cause the modification of teaching strategies to improve future performance. Unusual success experiences may reveal practices and procedures which could be used by other teams. Continuous assessment is well worth the effort when it provides the kind of information which permits instructional teams to learn what procedures are paying off and which are not. By the process of "enlightened selection" a teaching team and an educational system can evolve from a relatively ineffective to a highly effective instructional operation.

Infrequent, inadequate assessment practices are likely to produce static or relatively fixed notions about pupil ability. Teachers, in such instances, may be both overwhelmed by the large gap between reality and ideality and frustrated by the lack of measureable progress toward goals. The blame syndrome often encapsulates pupils and teachers who are not experiencing a reasonable amount of success. Lack of observable progress can erode the communications and relationships existing between the school and the community. The static concept of evaluation if exemplified by the teacher in a high achievement, upper socioeconomic area school who somehow identifies his teaching with the achievement status of students without reference to actual gains attributable to teaching. The same teacher who would be proud of his presumed accomplishments in this instance would be likely to feel unsuccessful in a low income area school with children of low academic achievement status.

Dynamic or continuous assessment procedures are less concerned (but not unconcerned) with present academic status and more occupied with setting reasonable goals, striving for ways to attain the goals, and commending pupils for whatever progress they are able to accomplish. The monthly tests and reading exercises used in Portland yield 1) diagnostic information for teachers and tutors, 2) standard scores and standard gain points for each pupil, and 3) group means and group gain points. The data is processed by computer which provides a printout of results and a graph of progress for each team. By this means each team can see 1) where they are, relative to the norm group; 2) where they have been, in terms of past performance; and 3) where they want to go, as indicated by the average performance of the norm group (The reading exercises were normed from the testing of 200 pupils in three middle income-level Portland schools.). A summary of the progress of one team may be seen in Figure 2, and a summary of the progress graphs for nine teams is contained in Figure 3.

Figure 2 (the last names of pupils and team identification have been omitted) is a reproduction of a computer printout which provides teachers with raw scores (RS), standard scores (SS) from the statistics of the norm group, and gain scores (GS) which are the numerical differences between the standard scores of the present testing period and the standard scores of the previous test or reading exercise. The group averages are at the bottom of each column and the group's standard score is graphed below the norm scale. The graph shows that this team started about 5 standard score points below the norm group (one-half standard deviation) and progress to an achievement level equal to the norm group.

Figure 3 provides three comparisons. The progress of each team may be seen relative to 1) the group's past performance, 2) the progress of the norm group, and 3) the progress of other PERT teams. The team progress graphs are not intended to foster competition but to promote cooperation. Administrators and curriculum specialists may view the graph to see which of the various team approaches seems to be progressing most successfully. Procedures of exceptional promise can be made known to

McMenemy Reading Exercise Records

Raw Scores (RS), Standard Scores (SS), and Gain Scores (GS)

	SEPTEMBER			OCTOBER			NOVEMBER			DECEMBER			JANUARY		
	RS	SS	GS	RS	SS	GS	RS	SS	GS	RS	SS	GS	RS	SS	GS
Names of Students	47	32	0	46	18	-14	55	30	12	64	40	10	49	39	-1
	92	55	0	94	54	-1	0	0	0	96	56	56	84	56	0
	90	55	0	88	50	-4	87	50	0	92	54	4	72	50	-4
	92	55	0	92	52	-3	80	46	-6	76	46	0	86	57	11
	62	39	0	74	39	0	65	36	-3	58	36	0	54	42	6
	85	51	0	88	50	-1	86	50	0	87	52	2	0	0	0
	85	51	0	85	48	-3	71	40	-8	92	54	14	68	49	-5
	65	41	0	71	37	-4	61	34	-3	0	0	0	0	0	0
	70	43	0	86	48	5	82	47	-1	90	53	6	53	41	-12
	23	20	0	25	2	-18	39	20	18	44	29	9	46	38	9
	92	55	0	96	55	0	85	49	-6	91	54	5	85	57	3
	0	0	0	0	0	0	0	0	0	75	45	45	81	55	10
	73	45	0	82	45	0	0	0	0	78	47	47	81	55	8
	57	37	0	60	29	-8	77	44	15	75	45	1	82	55	10
	94	56	0	0	0	0	97	56	56	97	57	1	89	59	2
	0	0	0	0	0	0	0	0	0	0	0	0	14	22	22
	53	35	0	53	23	-12	0	0	0	48	31	31	62	46	15
	87	52	0	86	48	-4	0	0	0	90	53	53	83	56	3
	74	45	0	52	23	-22	0	0	0	82	49	49	68	49	0
	89	53	0	89	50	-3	93	54	4	87	52	-2	79	54	2
	0	0	0	37	11	11	0	0	0	59	37	37	44	37	0
	78	47	0	95	55	8	95	55	0	94	55	0	87	58	3
	86	52	0	90	51	-1	85	49	-2	95	56	7	79	54	-2
	91	54	0	94	54	0	96	56	2	93	55	-1	87	58	3
	45	31	0	77	41	10	0	0	0	0	0	0	42	36	36
	48	32	0	50	21	-11	73	41	20	75	45	4	66	48	8
	88	53	0	96	55	2	93	54	-1	0	0	0	91	60	60
	74	45	0	84	47	2	91	53	6	95	56	3	84	56	0
	81	49	0	86	55	6	98	57	2	96	56	-1	83	56	0
	55	36	0	0	0	0	81	46	46	80	48	2	0	0	0
	83	50	0	93	53	3	91	53	0	95	56	3	79	54	-2
	0	0	0	79	43	43	93	54	11	75	45	-9	86	57	12
AVERAGES	73	45	0	77	41	-4	81	46	5	81	48	2	71	50	2

```
                           LOW                               HIGH
            LOW           AVERAGE       A V E R A G E       AVERAGE        HIGH
30--------------------40--------------------50--------------------60--------------------70

   1.  XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
   2.  XXXXXXXXXXXXXXXXXXXXXX
   3.  XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
   4.  XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
   5.  XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

Figure 2. Test Records and Graph of Group Progress

McMenemy Reading Exercise Records

Grade 3 Standard Score Totals Derived from Middle-Class Norms

(1=September, 2=October, 3=November, 4=December, 5=January)

This copy of a computer printout illustrates the progress of each team relative to the middle-class norm group and other teams in the project. The results are from five tests which were administered on a monthly basis from September through January.

Two more tests (reading exercises) will be administered to complete the seven-month series.

Information obtained from this program is useful to both teachers and administrators. Teachers use the diagnostic information from the reading exercises to plan a reading program for each child, and administrators use the group results to help each team improve operating strategies.

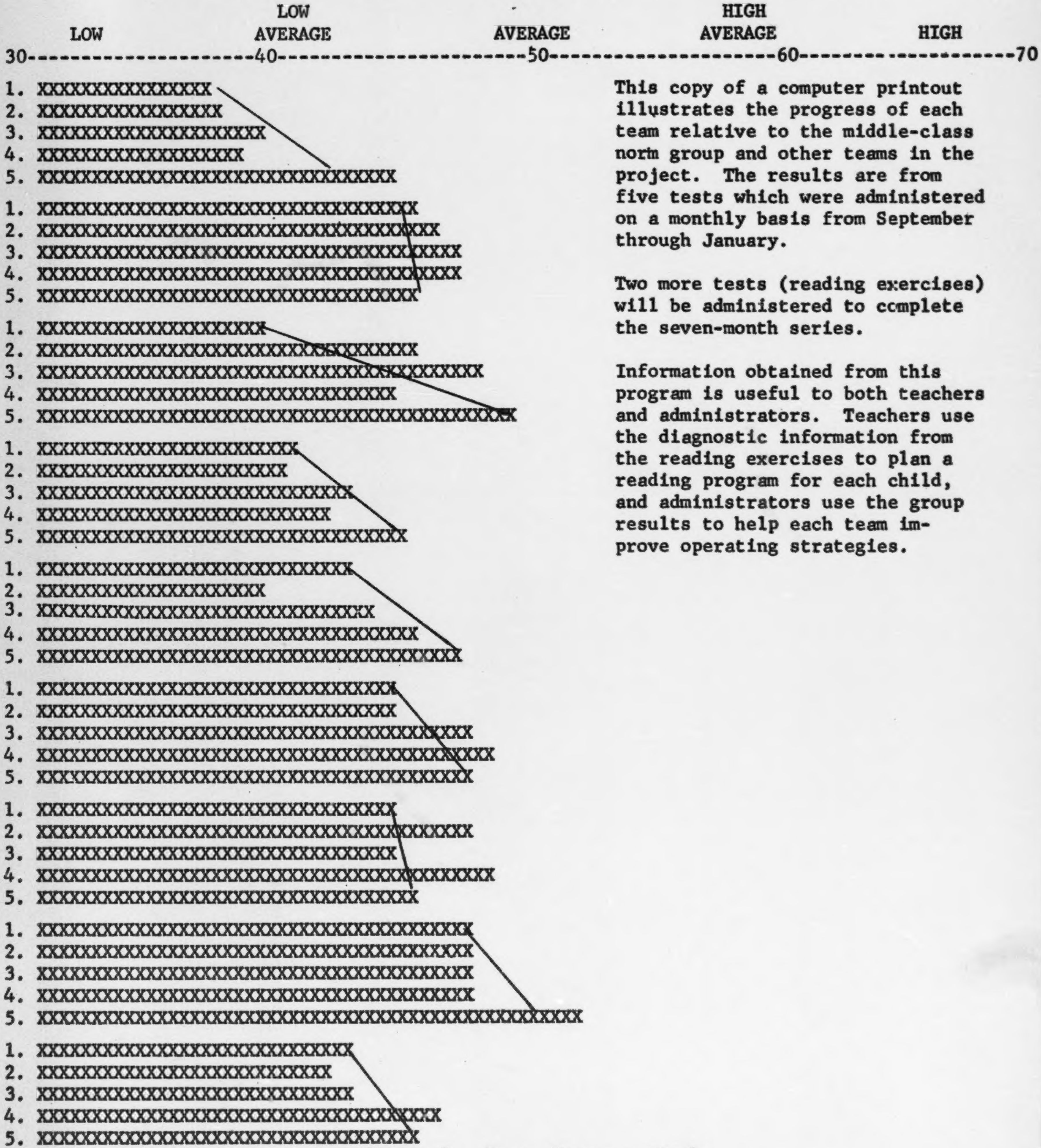

Figure 3. Group Progress Graphs

other teams, and less successful practices can be favored with additional resources or assistance with planning.

The concept of "favoring less successful efforts with additional resources" is closely related to the practice of "management by exception." Compensatory education, remedial reading programs, and projects of rehabilitation are examples of endeavors which are predicated upon the idea that additional resources should be made available to correct inadequacies. Reallocating resources in this manner is not always a popular practice since inadequacies, for some people, are due to mistakes of others which should be discouraged by censure rather than encouraged by assistance. The idea of management by exception is easy to accept since it works to preclude or at least minimize mistakes, problems, or inadequacies by 1) developing monitoring system which will keep management informed about operations and 2) establishing priorities for management time and attention based upon relative need.

An analogy for this kind of management may be derived from the function of a mechanical governor. A governor measures engine speed on a continuous basis and devotes its full attention to the correction of error. Engineers who work with mechanical control devices have found that both measurement, or error detection, and error correction are the crucial elements of effective system regulation. The challenge of the system engineer is to find ways to improve the precision of measurement and the response to error. Both industrial and educational systems are also concerned with accurate measurement and attention to problems. Effective management requires a rich supply of information which can be used to make decisions. Sound decisions used to formulate plans and implement programs can do much to minimize error and resultant problems. As problems do occur, the effective information system will both signal the need for attention and indicate the magnitude of the problem so that priorities for attention may be established. Management by exception is an efficient procedure since it calls for the focus of attention where it is most needed, but it requires some system of continuous assessment. When a highly effective program of education is needed to accomplish the objectives of a Title I compensatory program, it seems clear that some system of repeated teaching, testing and modification of procedures is necessary.

Figure 4 is presented to discuss an evaluation model which is designed to promote curricular achievement through the process of management by exception. The drawing contains the essential features of an educational system organized for communication and operational effectiveness. The basic idea of Figure 4 is summarized at the top of the page which shows that policy is formulated on the right by the administration and implemented in the schools under the topic of "operations."

The columns of the operations matrix represent schools while the rows contain 2 grade levels. Each school is headed by a principal and each of the 5 units is under the direction of a unit leader. The building principal is no less important as the instructional leader of his school by this plan and he retains ultimate responsibility for the success and well being of all teacher and pupil personnel. His task is more manageable, however, since by the delegation of certain responsibilities to unit leaders, his management span of control is reduced. With capable leaders in charge of each unit, the school leader should have more time for planning, evaluating, reviewing progress, and implementing desired changes.

Unit leaders would have little to do in the traditional form of elementary school organization in which each teacher words mostly in a "self-contained" classroom. The "team-resources" approach, however, demands a great deal of coordination and leadership without which waste and disorganization would be inevitable. Recalling the previous discussion which described a situation bolstered by specialists, interns, and numerous tutors, it seems reasonable that a unit leader could well devote at least half of each day to the tasks of planning and coordination. Unit leaders should also devote some time to the curriculum matters which are common to all schools of the area. In doing this they will work closely with the area program coordinator (PC) for each set of grade levels.

Program coordinators are the chief link between the schools on matters of curriculum. Each school is expected to devise their own utilization of team resources, but certain curriculum materials will be common to all groups. Monthly tests and reading exercises, educational games, and tutoring activities are examples of materials which may be developed on a cooperative basis for the use of all teams in the area. Closed circuit instructional television, if available, would greatly enhance the system's potential for success, especially if program coordinators work effectively with unit leaders and the area curriculum coordinator to assure that programs are appropriate for project objectives and the needs of pupils.

In order to judge the appropriateness of programs and the effectiveness of instructional procedures, program coordinators must also work closely with the area operations analyst. One of the most critical and challenging of all tasks within the system is that of collecting and analyzing data. Data collection instruments must be selected or constructed, the data must be processed, and it must be summarized in a manner which is useful for teachers and administrators.

Teachers need frequent reports which will enable them to see the learning patterns of each pupil. Diagnostic information of this kind may be followed by prescriptive planning and grouping. Without such information and the use of team resources to act upon it, some pupils will be bypassed as the basic skills of learning are being taught. If teachers use the management-by-exception technique, they will capitalize on the diagnostic information and instructional resources in such a manner that "a stitch in time will save nine." Program coordinators will help to interpret test scores and may suggest ways to utilize diagnostic information. At the same time they will work to improve both the quantity and the quality of feedback information which is used by teachers.

Unit leaders are also interested in the monthly reports which show the progress of individual students and small groups, but they are primarily responsible for the progress of the unit. If the progress of the unit is satisfactory, the unit leader will continue to seek ways to improve the effectiveness of instruction but changes will most likely be minor. Less successful units may decide that they would like to try a plan which calls for major revisions of their practices. The need for major changes, of course, should deserve a favored amount of attention and time from the building principal. The planning may also include the area program coordinator who will be armed with details about other team procedures in other schools and district curriculum specialists who are informed about materials, procedures, and research in their field.

The idea being reiterated here is simply that continuous assessment should be used to help pinpoint activities in need of improvement, and that available resources should then be directed to the trouble spots. In this way the unique talents and capabilities possessed by team personnel can be utilized effectively. Each member of the team, from the tutor who is concerned with the accomplishment of specific daily objectives to the area administrator who is responsible for the success of the system as a whole, must be supplied with information which will cause him to focus attention where it is needed most. The name of this game, which is illustrated in Figure 1 and described throughout this writing, is called "dynamic evaluation." It is a game with built-in self-correction features which allows all players to be winners. The game is believed to be especially appropriate for administrators, teachers, and pupils who are participants in ESEA Title I programs.

APPENDIX B

ADMINISTRATIVE TRANSFER SURVEY

ADMINISTRATIVE TRANSFER SURVEY

James N. Holmes
1 July 1968

Portland Public Schools Area II Research
Portland, Oregon

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ADMINISTRATIVE TRANSFER SURVEY

Program Objectives

The Administrative Transfer Program began in autumn of 1965 as part of the Portland Model Schools Project. In keeping with the report of the Committee on Race and Education to the Board of Education, the administrative transfer program, along with an open enrollment policy, was instituted to "create opportunities for individual choice". Its two major objectives were to (1) help reduce enrollment in the nine model schools, and (2) provide integrated educational experiences for more children. During the 1967-68 school year approximately 424 children were bussed to 38 schools in the Portland area (Appendix A). This transfer of children from Area II has helped reduce class sizes in three buildings by approximately five children per class, and in other buildings from which fewer children have transferred, the effect has been very limited. The provision for integrated educational experiences has been modest due to limited space available in other schools of the district. While there is growing recognition of the importance of integrated educational experiences for children as a means of reducing psychological and emotional barriers to understanding, there is considerable diversity of opinion throughout the country as to the procedures to follow in achieving these ends. The purpose of the administrative transfer survey is to provide information about the problems and progress of the present effort which will serve the decision-making needs of the future.

Data for the survey was gathered from people involved in the transfer program. Random sampling procedures were used to obtain opinions from fifty parents of transfer pupils, sixty parents in the host school areas, and one-hundred transfer pupils. A total of two-hundred fifty-three teachers who had worked with transfer pupils during the 1967-68 year and thirty principals of the host schools were asked to respond to questionnaires. Additional data from achievement tests, teacher ratings of pupil performance, sociometric lists, and attitude inventories have been used to provide group comparisons on the basis of school areas attended and areas of residence.

INTERVIEW DATA

Area II Parents. Fifty parents in Area II whose children are attending other schools as transfer students were selected on a random basis to answer interview questions about the administrative transfer program. Eighty percent of the parents stated that they were satisfied with the program while twenty percent expressed either dissatisfaction or doubts.

Those parents who had some doubts about the program could see no benefits in this program that were not evident in the schools their children previously attended in Area II. Four parents stated that they would like to see a better balance of Negro and white students in the public schools. Two parents complained about the way in which the Negro was presented as an educational experience (they resented the idea that it's good for white children to be exposed to Negroes). Three parents stated that name-calling had been a problem, and four parents complained about incidents of racial discrimination. Fifty-four percent of the parents (including some who were otherwise satisfied with the program) were concerned that there be more supervision on the busses. One mother felt that no supervision was necessary because "students should be able to conduct themselves in an orderly manner". But the other parents were insistant that good supervision on the busses is necessary. Six parents felt that the conduct and attitudes of the bus drivers should be improved. Five parents were concerned because their children had to spend so much time riding busses. Four parents stated that their children should be transferred to schools closer to home.

Parents of the Host School Areas. Sixty parents representing twenty-six host school areas were contacted to obtain their opinions about the program. The responses from the parents were reviewed and categorized according to their estimated acceptance of the transfer program. The results shown below indicate that more parents favor the transfer program than oppose it. A majority of the parents (15) who did not approve of the program stated that they did not want social contacts. These respondents were mostly parents of upper-grade pupils. Parents of white girls, in particular, were concerned about their children dancing or associating with Negro boys. These parents also criticized the behavior of the bussed pupils. They stated that some of the Negro pupils used improper English and were prone to fight. Other comments from the parents who were opposed to the program were that (1) children should attend schools in their own area, (2) bussing costs too much money, and (3) if a program of cross-bussing were instituted, they would move out of the city.

	Strongly Against Program	Against	Neutral	Favor	Strongly in Favor of Program
Number	10	8	15	22	5
Percent	17	13	25	37	8

Parents who favored the program believed that it was beneficial for their children to attend classes with youngsters from Area II. These parents, in contrast with those who opposed the program, remarked about the good behavior of the bussed pupils and stated that the program seemed to be successful.

Some of the comments which occurred with some degree of frequency were:

1. The program is fine as far as I know.
2. It's O.K. - - no problems for us.
3. It's good for our children and the Albina children.
4. I wish there were some way for bussed children to participate in after-school activities.
5. The bussed children seem to huddle together on the playground.
6. Can't the teachers in those schools take care of the children there? Why don't we spend the money which must be used for transportation to provide more teachers for the model schools?
7. The teachers can't cope with bussed children when they misbehave.
8. It is difficult for Area II parents to attend school functions.
9. The parents don't keep their conference appointments.
10. Aren't parents concerned about sending their children so far?

Teachers in Host Schools. A total of 253 teachers who had worked with Area II transfer students during the 1967-68 school year responded to a questionnaire which asked the following questions:

Question No. 1: What effect has the administrative transfer program had on your classroom?

Distribution of Responses:

Program is Disruptive	No Noticeable Effect	Program is Beneficial
37	192	24

Question No. 2: What is the attitude of other pupils toward bussed students?

Responses:

Rejection	Indifference	Acceptance
24	11	218

Question No. 3: How could the administrative transfer program be improved?

Responses:

1. Better bus scheduling is needed (61). Primary children should

be picked up directly after school -- they should not have to wait for older students. A late bus is needed at least twice a week to allow for individual teacher assistance, after school activities, and conferences.

2. Closer screening of transfer pupils is needed (34). Students whose achievement level is low should not be transferred. Students who are behavior problems should not be allowed to participate in the transfer program.
3. There should be more transfer students per school, but no larger classloads (22).
4. Better bus supervision is needed (12).
5. Encourage more parent and student involvement in host school and community activities (10).
6. Begin the administrative transfer program in kindergarten and continue through the grades in the same school (10).
7. Discontinue the program (7).
8. Allow only one transfer pupil per class (3).
9. Provide individual instruction for children with academic problems (3).

Question No. 4: Additional Comments.

1. The program has been beneficial for both pupils and teachers (28).
2. Concern was expressed for the social growth of the transferred child because he cannot participate in after school activities such as scouts, sports, club activities, and visiting the homes of classmates (16).
3. Attitudes of racial prejudice are perpetuated when Negro children who are behavior problems or poor students are transferred. Therefore, only those pupils who are reasonably well adjusted and close to average in achievement should be considered for the program (15).
   The host schools need help in understanding and working with Area II children.
4. Would like to see cross-bussing (5).
5. Parents and pupils should understand that the administrative transfer program is a privilege earned through cooperation and observance of the rules (5).
6. Concern was expressed for the difficulty in transporting an ill or injured child or one who misses his bus. (3).

Principals of Host Schools. Principals of 30 host schools responded to the following questions:

Question No. 1: What are some of the problems you or members of your staff have had to cope with as a result of the administrative transfer problem?

Responses:

1. Supervision of primary children before bus arrives after school (20).

2. Lack of supervision on bus (15).
3. Difficulty in contacting parents in emergency (9).
4. Lack of contact between parent and school (5).
5. Minor problems of racism (students and teachers) (5).
6. Fighting amongst transfer students (4).
7. Transfer students tend to cling to each other (3).
8. Transfer children with emotional problems (3).
9. Community opposition (2).
10. Transfer child has limited after-school contact with peers (2).
11. Overloaded classrooms (1).

Question No. 2: What are the benefits whioh have accrued to pupils or teachers as a result of this program?

Responses:

1. Better general understanding between races (14).
2. Students have opportunity to know and work with students of a minority race (9).
3. Improved academic and social progress for transfer child (8).
4. Increased teacher awareness of a minority groups concerns (5).

Question No. 3: Additional Comments.

Responses:

1. Ten principals volunteered comment about their approval and support of the program. (10).
2. Lack of supervision on the busses represents the most serious problem (6).
3. The greatest success is achieved in the primary grades (5).
4. Transfer students need to be selected more carefully (2).

Pupils Transferred from Area II. A random sample of 100 pupils was asked to respond to a series of questions designed to elicit attitudes about school, self, and community. The questions and the percentages of positive and negative responses are:

Questions	Positive Responses %	Negative Responses %
1. How do you feel about school?	68	16
2. How do you feel about other children at school?	70	22
3. How do you feel about school work?	51	20
4. How do you feel about teachers?	52	16
5. How do you think the other children feel about you?	57	13
6. How do you think your teachers feel about you?	55	12
7. How do you think other people feel about your ability to do good school work?	56	9

GROUP COMPARISONS

Achievement Test Comparisons. A considerable amount of achievement test data has been collected and analyzed since the administrative transfer program began in 1965 to help determine if children from Area II make more progress by transferring to other schools in the city or by remaining in their own residential area. The results to date indicate that achievement gains are about the same for both groups of students. The attached graph, Area II Portland Achievement Test Records for transfer students and non-transfer students (Attachment # 1), shows that (1) transfer students have a higher achievement status before transferring than non-transfer students (higher achievement students are more apt to be in the transfer program), (2) transfer students achievement tends to be lower than the average achievement of middle-income level children in other areas of the city, and (3) both the transfer and the non-transfer students made approximately the same amount of achievement gain from 1965-66 to 1967-68.

Teacher Ratings of Pupil Performance. Teachers working with administrative transfer pupils were asked to rate pupils as being either in the (1) top third of the class, (2) middle third of the class, or (3) lower third of the class with respect to fifteen topics. The topics for rating and the percentages of pupils in each category are:

Topics for Rating	Top Third %	Middle Third %	Lower Third %
1. Arithmetic	14	43	43
2. Reading	17	46	37
3. Written language	20	30	50
4. Completes work	25	37	38
5. Takes part in class discussions	24	39	37
6. Cooperates with others	24	51	25
7. Observes school and group rules	28	41	31
8. Is friendly	38	49	13
9. Acceptance by other pupils	31	56	13
10. Parental involvement in pupil's education	22	48	30
11. Rate of improvement in academic work	12	54	34
12. Expectations for future academic success	16	53	31
13. Emotional stability (self control)	18	48	34
14. Attitude toward school	28	49	23
15. Attitude toward self	21	56	23

Social Relationships. The "sociograph record form" (Appendix B) was used to obtain data about social relationships according to personal choice. Children were asked to choose three people to work and play with on some special classroom projects. Attachment #2 shows how the data from one class was arranged to provide a pictorial view of the children's choices. The average child, from the results of all six sociographs, was selected by three pupils while the average Area II transfer pupil was selected by 3.4 persons which indicates a slightly better than average acceptance by classmates.

This survey was conducted in six classrooms which means that the number is not adequate to say that Area II pupils are well accepted socially by other pupils. Together with other data, however, the picture seems clear. Below grade seven pupils tend to accept or reject other pupils on merit with little or no attention given to race. Above grade seven, as pupils enter adolescence, race often becomes a significant factor in the development of social relationships.

Pupil Attitude Comparisons. The "three-faces data card" (Appendix C) was used to obtain attitude responses from (1) a sample of 547 children from middle-income level school areas, (2) a sample of 100 administrative transfer students, and (3) a sample of 934 pupils attending the Area II schools. The random samples included 25% of the administrative transfer pupils, 25% of Area II schools from which administrative transfer pupils originate, and 25% of a group of middle-income schools. Questions 1-4 (Appendix C) were designed to yield a composite attitude toward school, and the composite of questions 5-8 were planned to reflect the pupils attitude toward self (self-concept) on a 1 to 5 scale with one being low and five high. The results are summarized in the matrix below:

Groups	Number	Mean Attitude Toward School	Mean Attitude Toward Self
I. Pupils in Middle Income Schools	547	2.44	2.39
II. Administrative Transfer Pupils	100	2.40	2.39
III. Area II Pupils	934	2.52	2.39

Contrary to expectations the children in Area II had a more favorable attitude toward school (according to the way in which they marked the questionnaires) than the children of the other two groups. Further study and analysis will be needed before conclusions can be stated with confidence about the meaning of these findings.

SUMMARY

During the school year 1967-68, 424 pupils from Area II were bussed to 38 schools in the Portland School District. In order to evaluate the program, the Area II research office conducted interviews with parents and provided questionnaires for teachers and principals of the host schools. Data about transfer pupil achievements and attitudes was collected and compared with the achievement and attitudes of Area II non-transfer pupils.

Approximately 45% of the 60 host school parents who were interviewed stated various degrees of approval for the program while 25% were neutral and 30% opposed. A significant number of the parents who rejected the program were parents of upper-grade girls who stated that they did not like inter-racial social contacts. About 80% of the 50 Area II parents interviewed favored the program. However, 54% expressed concern for more supervision on the busses.

Principals and teachers of the host schools generally feel that the transfer program increases their work load. The responses of 216 teachers reflected both professional acceptance and personal approval while 37 teachers stated that the program is disruptive.

Achievement data collected and analyzed over a three-year period indicates that (1) pupils who are transferred have a slightly higher average achievement score than non-transfer pupils at the time of transfer, and (2) transfer pupils appear to achieve at about the same rate as the pupils who remain in Area II. At the present time it appears that the Area II schools are better equipped to provide academically for the slow learner, whereas the student with above average ability may be stimulated by the transfer experience.

Social acceptance of transfer pupils has been very good in the lower grades but declines some in grades six, seven, and eight. The self concept of the transfer pupils, as measured by the Pupil Attitude Inventory Response (PAIR) three-faces data card, is the same as the non-transfer pupil self concept. Attitude toward school appears to be slightly lower for the transfer pupil.

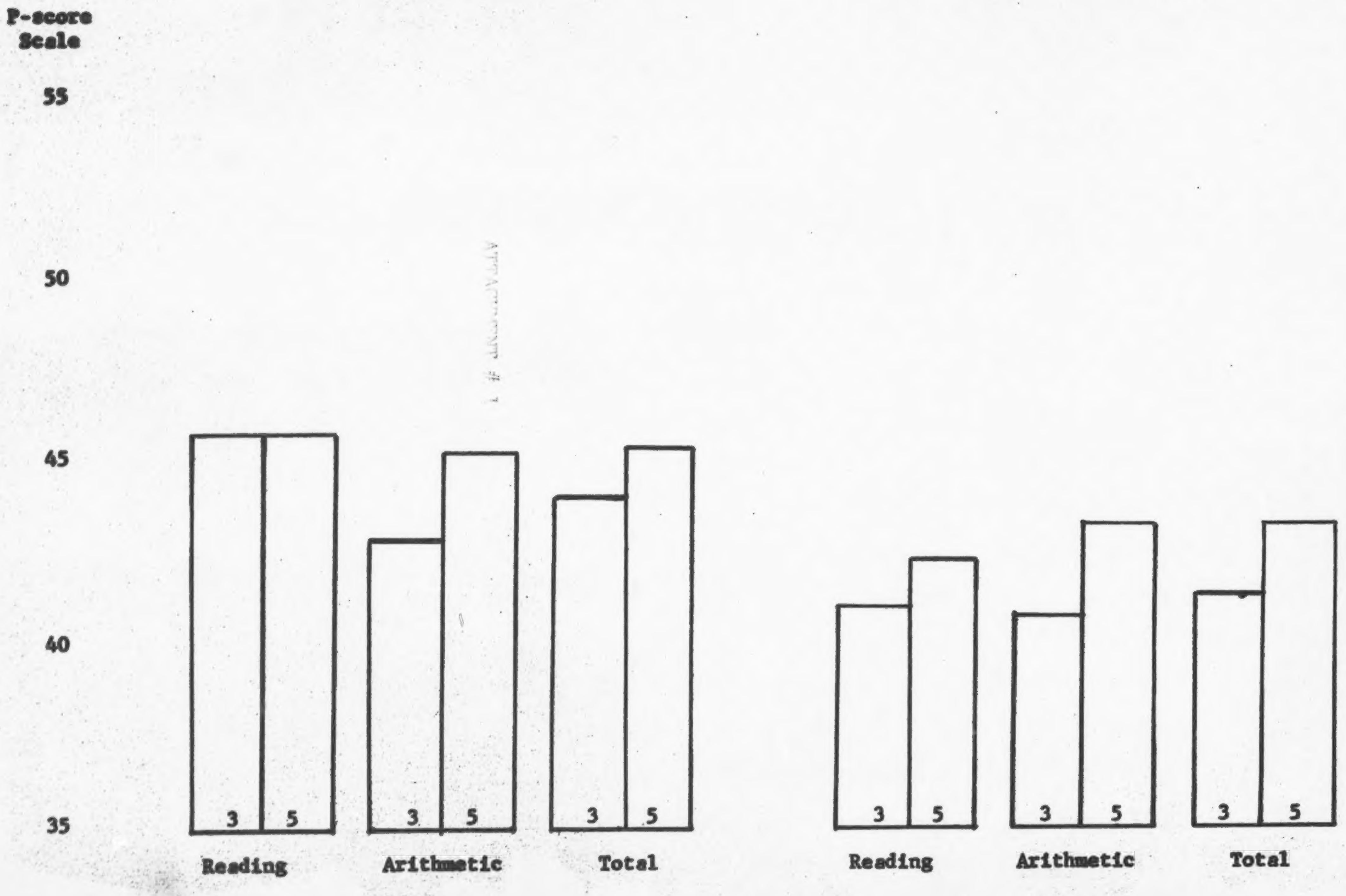
The administrative transfer survey has provided a considerable amount of information that is both revealing and provocative. An expansion of the transfer program and other steps to increase racial understanding need to be considered, but careful consideration should be given to the problem areas of the program in order that they may be resolved as the benefits of the program are increased.

ATTACHMENT # 1

AREA II PORTLAND ACHIEVEMENT TEST RECORDS

Grade 3 1965-66 and Grade 5 1967-68

TRANSFER STUDENTS (32) NON TRANSFER STUDENTS (380)



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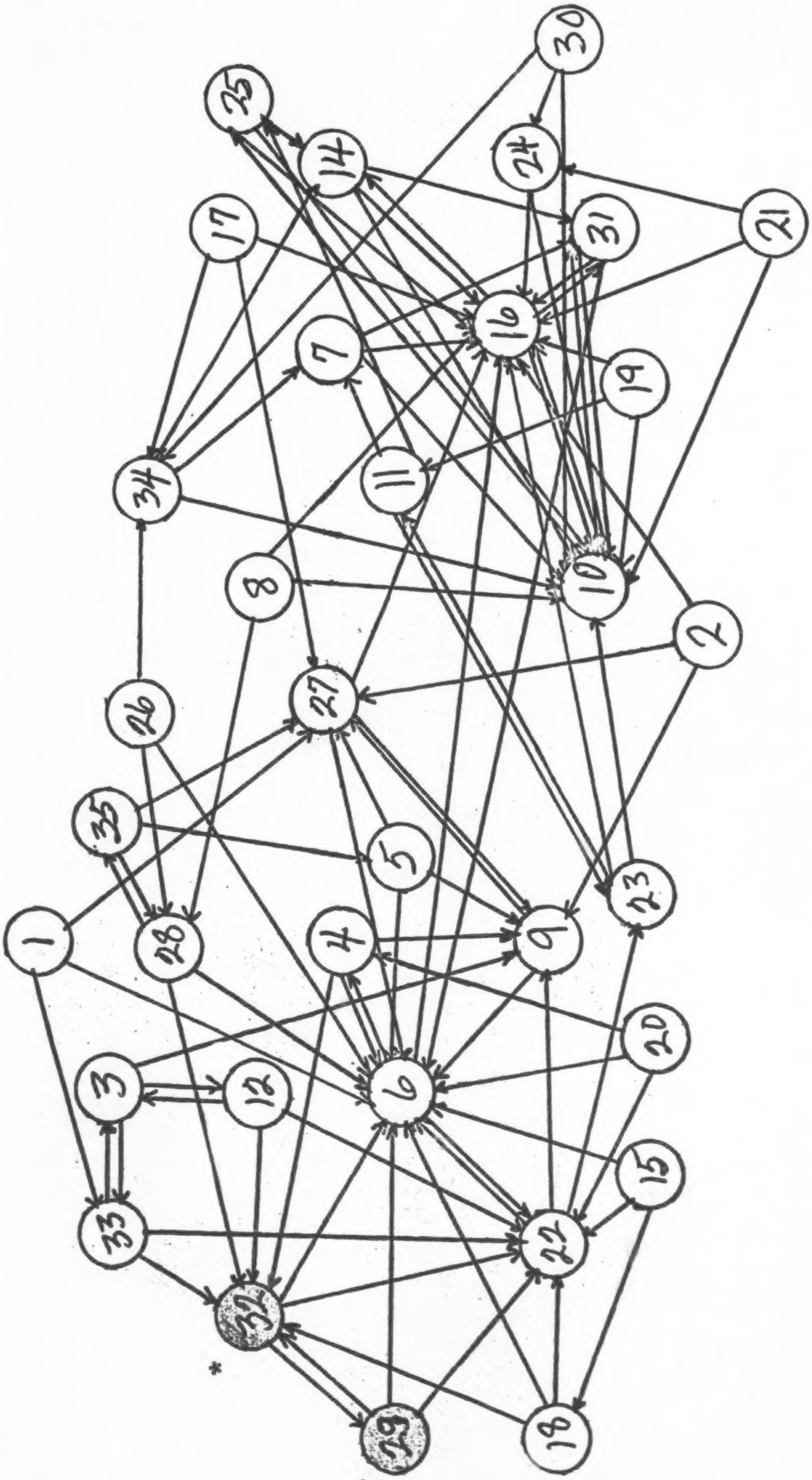
APPENDIX A

SCHOOLS RECEIVING ADMINISTRATIVE TRANSFER PUPILS

	Av. Class Size	No. of Transfer Pupils
Applegate	25.3	3
Astor	28.9	4
Atkinson	28.9	4
Binnsmead	29.9	8
Capitol Hill	29.7	6
Chapman	28.0	8
Chief Joseph	28.9	6
Clark	28.4	10
Collins View	27.9	18
Columbia	28.5	19
Couch	27.0	14
Creston	29.7	16
Faubion	27.8	2
Glenhaven	27.2	19
Gregory Heights	27.7	7
Grout	29.8	21
James John	28.3	3
Kellogg	29.3	21
Kenton	27.8	17
Lee	27.8	1
Lewis	30.2	8
Linnton	29.2	15
Markham	31.4	5
Meek	27.5	17
Mt. Tabor	28.2	13
Peninsula	28.0	2
Rigler	29.3	31
Scott	28.3	5
Sellwood	29.0	11
Sitton	29.2	7
Smith	28.4	2
Stephenson	30.8	4
Sunnyside	27.5	24
Sylvan	22.6	1
West Sylvan	28.2	10
Whitaker	27.1	24
Woodstock	29.7	18
Youngson	27.3	21

ATTACHMENT # 2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*
29
*
18

* Transfer Pupils

B. SOCIOGRAPH RECORDS

Date April 29 1968

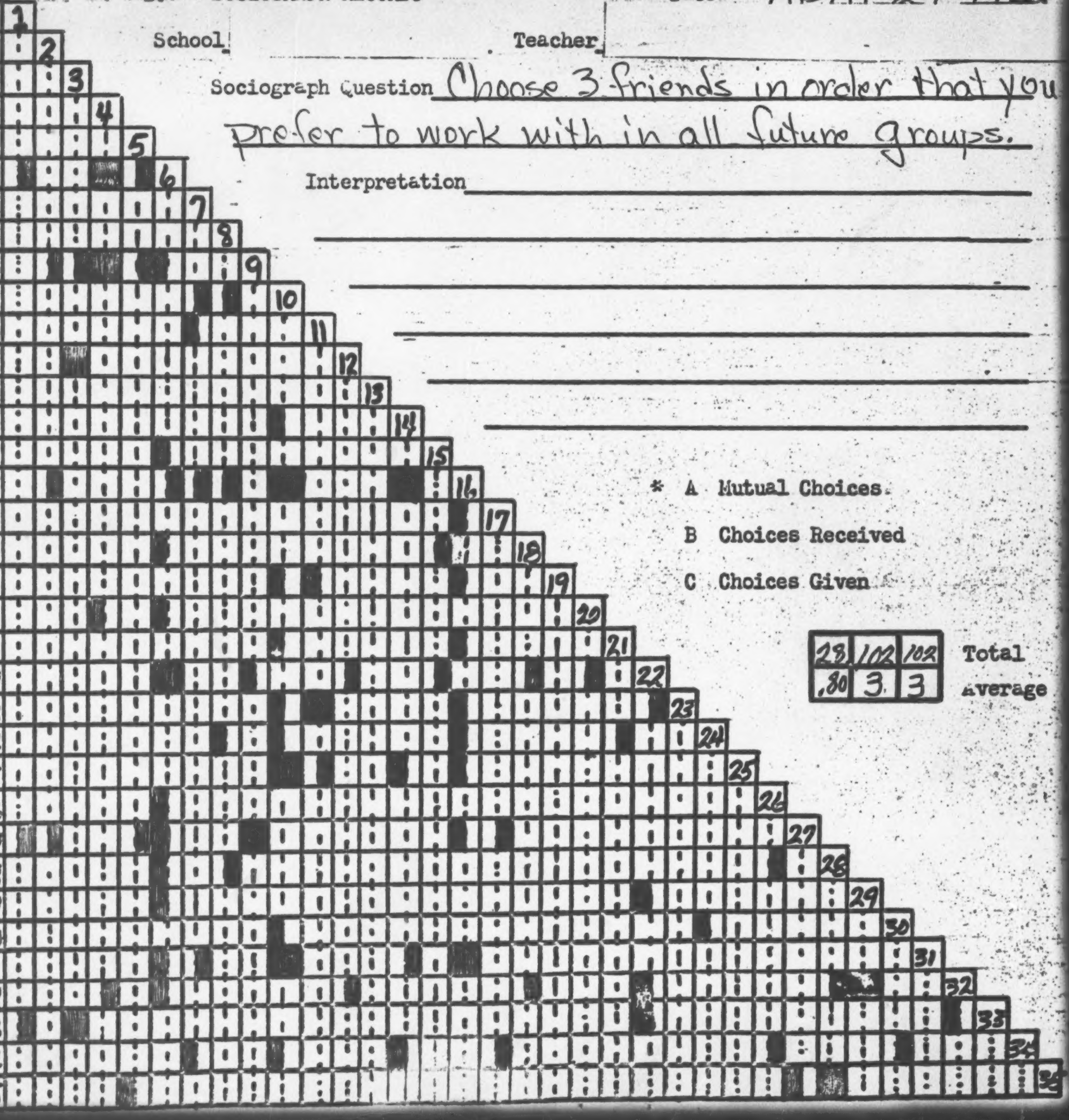
School

Teacher

Sociograph Question Choose 3 friends in order that you prefer to work with in all future groups.

Interpretation

A	B	C	NAME	No.
0	0	3		1
0	0	3		2
2	2	3		3
2	3	3		4
0	1	3		5
3	14	3		6
0	2	3		7
0	1	3		8
2	6	3		9
3	12	3		10
1	2	3		11
1	1	3		12
0	0	ab		13
1	3	3		14
0	0	3		15
3	14	3		16
0	0	3		17
0	1	3		18
0	0	3		19
0	0	3		20
0	0	3		21
1	8	3		22
1	2	3		23
0	2	3		24
1	2	3		25
0	0	3		26
1	6	3		27
1	3	3		28
1	1	3		29
0	0	3		30
2	4	3		31
1	6	3		32
1	2	3		33
0	3	3		34
1	1	3		35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22
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26
27
28
29
30
31
32
33
34
35

* A Mutual Choices.

B Choices Received

C Choices Given

28	102	102	Total
.80	3	3	Average

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

APPENDIX C

ATTITUDE INVENTORY QUESTIONS

Directions to Interviewer:

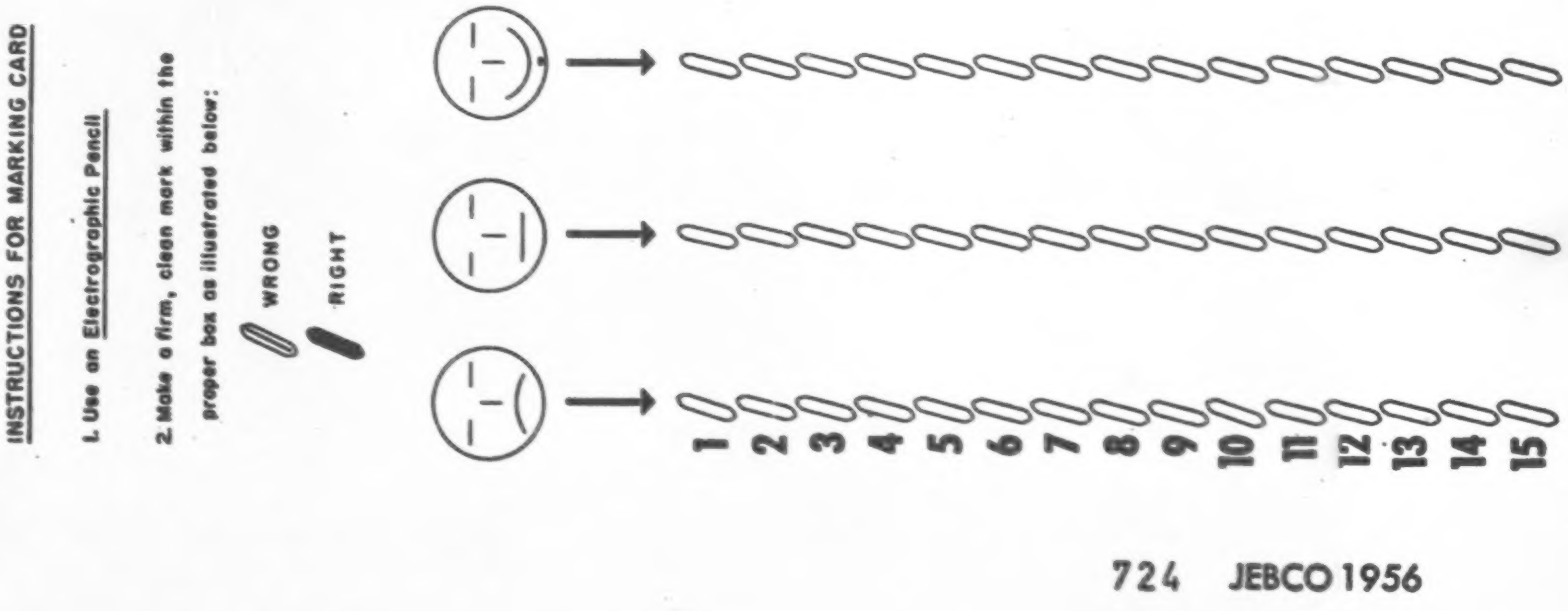
A. Individual Interview: After provisions have been made for the physical and psychological comfort of the child, ask two preliminary questions to make certain that procedures are clear. After each question the child should point to the face which shows how he feels. Proceed to the actual questions only after you are confident that the child is providing valid responses. Use an electrographic pencil for marking the pupils' responses.

B. Group Interview: Before passing out the "three-faces data-card", provide sufficient introductory comments to prepare pupils for the interview. Then pass out a data card and an electrographic pencil to each pupil, explain the procedures for marking the card, and proceed with the interview questions. Allow about 10 seconds for each question.

Inventory Questions:

1. How do you feel about school?
2. How do you feel about other children at school?
3. How do you feel about school work?
4. How do you feel about teachers?
5. How do you think the other children feel about you?
6. How do you think your teachers feel about you?
7. How do you think other people feel about your appearance?
8. How do you think other people feel about your ability to do good school work?
9. How do you feel about your neighborhood?
10. How do you feel about policemen?
11. How do you feel about reading?
12. How do you feel about taking tests?
13. (Note to interviewer: Use item No. 13 to try out a question of your choice. Avoid questions about the home or parents.)

Do not mark items 14 and 15.


INSTRUCTIONS FOR MARKING CARD
1. Use an Electrographic Pencil
2. Make a firm, clean mark within the proper box as illustrated below:
WRONG
RIGHT
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
724 JEBCO 1956

APPENDIX D

PUPIL ATTITUDE INVENTORY RESPONSE (PAIR) RECORDS

ATTITUDE TOWARD SCHOOL (A) ATTITUDE TOWARD SELF (B)

May 1968